

**CUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
IN THE SUBJECT OF ENGLISH LANGUAGE TEACHING**

**A TEACHER DEVELOPMENT PROGRAM FOR YOUNG LEARNERS OF ENGLISH:
AN ACTION RESEARCH**

Harun ŞİMŞEK

A PhD DISSERTATION

ADANA/2007

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Supervisor: Assist. Prof. Dr. Hülya YUMRU

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ÖZET

İLKÖĞRETİM DÖRDÜNCÜ VE BEŞİNCİ SINIF DÜZEYİNDE İNGİLİZCE ÖĞRETİMİNE YÖNELİK BİR ÖĞRETMEN GELİŞTİRME PROGRAMI EYLEM ARAŞTIRMASI

Harun ŞİMŞEK

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Bu çalışmada Milli Eğitim Bakanlığı'na bağlı okullarda 1999 yılında müfredata konulan ilköğretim dört ve beş düzeyinde İngilizce dersine herhangi bir eğitim verilmeden girmesi istenen öğretmenlere yönelik “ İlköğretim 4-5 düzeyine İngilizce Öğretimi” isimli bir öğretmen geliştirme programı uygulanmış ve sonuçları irdelenmiştir. Çalışmanın ilk aşamasında Konya İl Milli Eğitim Müdürlüğü'ne bağlı 220 merkezi ilköğretim okuluna anketler gönderilmiş ve bu anketin sonuçları incelenmiştir. Ankete ve programa katılan İngilizce dersine giren öğretmenlerin görüşleri doğrultusunda geliştirilen bir hizmetiçi eğitim çalışması pilot ve ana çalışma gruplarıyla uygulanmıştır. George Kelly'nin (1955) Kişisel Konstrukt Kuramı (Yapısalcılık) çalışmanın metodolojik ve teorik ana teoremi olarak benimsenmiş ve bu teoremin bir parçası olarak geliştirilen Repertory Grid tekniği katılımcılara uygulanmıştır.

Öğretmenlerin gelişimine, dolayısıyla değişebilmelerini, sağlamak için öncelikle Repertory Grid tekniği kullanılarak etkin bir ilköğretim birinci kademe İngilizce öğretmeninde bulunması gereken özelliklere dair kişisel teorileri ortaya çıkartılmış ve program sonunda bunlardaki değişikliklerin neler olduğu tespit edilmiştir.

Çalışmanın bulguları öğretmenlerin bir ilköğretim birinci kademe İngilizce öğretmeninde bulunması gereken özelliklere dair kişisel görüşlerinde yapısal ve içeriksel değişikliklerin olduğunu ortaya koymuştur. Toplanan verilerin FOCUS ve Exchange analizleri yapılarak, yapısal ve içeriksel olarak irdelenen kişisel teorilerdeki değişimler belirlenmiştir.

Anahtar kelimeler: Öğretmen Geliştirme, Kişisel Konstrukt Kuramı, Repertory Grid Tekniği, İlköğretimde İngilizce, Hizmetiçi Öğretmen Geliştirme Programı

ABSTRACT**A TEACHER DEVELOPMENT PROGRAM FOR YOUNG LEARNERS OF
ENGLISH: AN ACTION RESEARCH****Harun ŞİMŞEK****Ph.D. Dissertation, English Language Teaching Department****Advisor: Asst. Professor Dr. Hülya YUMRU****December 2007, 298 + xix pages**

In 1999, the Turkish Ministry of Education instituted English as a foreign language into the fourth and fifth grade curriculum. However, the Ministry of Education (MEB) did not prepare teachers to teach these grades. As a result, the necessary background information, skills, and techniques needed for this new task were lacking in these teachers.

This led the researcher implement a teacher development program entitled “Teaching English at the 4th and 5th Grades”. Hence, a survey was sent to 220 schools under the jurisdiction of Konya City Directorate of the Ministry of Education. Second, given 120 survey results, plus participants’ expectations; the researcher conducted a teacher development program.

This study, conducted as an action research, is based on Kelly’s (1955) Personal Construct Theory, which considers everyone a personal scientist. The Repertory Grid Technique, the data collection tool of the Personal Construct Theory is the main data collection tool used in this study.

It is used at the beginning of the study to elicit the participants’ underlying personal beliefs on efficient primary grades English teachers. These have been made explicit for triggering participants change and development. The Repertory Grid Technique is used at the end of the “Teaching English at the 4th and 5th Grade” teacher development program” to determine the changes in the content and structure of the participants’ beliefs.

The results revealed changes in both the content and structure of the participants’ beliefs, regarding the features of English teachers teaching at the grades of four and five.

Key words: Teacher Development, Personal Construct Theory, Repertory Grid Technique, English in the Primary Grades, In-service Teacher Development Program.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

Education is the essential prerequisite to reach the level of developed countries and to guide the future of a nation. Hence, regarding education in Turkey, each government is within a constant endeavor for a better education system ranging from Kindergarten to College. However, the cascade educational policies of the governments do not reach their ultimate goals, as applicants of these policies have been the same people in the education business for years (Hayes, 2000, p. 135).

The government ruling today is the sixty-first since the emergence and partial bloom of democracy in Turkey due to military take-overs. Each government has its own views regarding the improvements and changes in the educational system. Therefore, many teachers regard the educational policies introduced by the chosen ministers of education as ephemeral and temporary endeavors. As everything new introduced by the governmental institutions and applied with a top-down approach will disrupt teachers' established practices, they will assume it extra workload, or even burden. Whatever, they might assume, it will lead to stress among teachers.

The introduction of English to the grades of four and five was a product of the policies on the verge of the millennium. The extension of primary education to the eighth class has led English teachers accustomed to teaching higher grades to teach fourth and fifth classes for the first time in 1999. However, the Ministry of Education did not implement any teacher development programs to prepare the teachers for this new and demanding task. Hence, teachers of English had to attend the fourth and fifth grades without any planned preparation. This, together with the unfavorable conditions in classes; e.g., overcrowded classes, lack of technology, differing socio-economical status among the students, led to stress in many teachers. Stress, according to Medgyes (1994, p. 41), "affects teachers in every possible way: physically, mentally, behaviorally, and emotionally alike." In his survey conducted at three English comprehensive schools, Dunham (1992) reports 31 different symptoms of stress. 'Feelings of exhaustion', marked reduction of contacts with people outside school', 'frustration because there was little sense of achievement' and irritability' are the

leaders of these teacher stress symptoms; but ‘large increase in consumption of alcohol’, ‘depression’, ‘loss of weight’ or ‘overeating’, and marital and family conflicts’ are also among these symptoms.

The underlying reason for teacher stress is the incompatibility between duties and wishes (Claxton, 1989). If teachers can not perform their duties as they wish due to internal and external reasons, problems undermining the self-esteem begin to emerge. Claxton (1989, p. 60) expresses it as follows:

What started out as an objective assessment like ‘that lesson didn’t go as well as I had expected’ get recast as ‘I made a mistake’ which leads to ‘I’m a poor teacher’ and even ‘I’m a failure (as a person)’

With time, if teachers continue to fall short of expectations and lose their self-esteem, a major component of psychological survival (Stevick, 1980), various avoidance strategies will lead to accelerated tension, poorer performance, and to the stress symptoms mentioned by Dunham (1992).

Claxton (1989, p. 61) illustrates the cycle that teachers who are unable to cope with stress experience as follows:

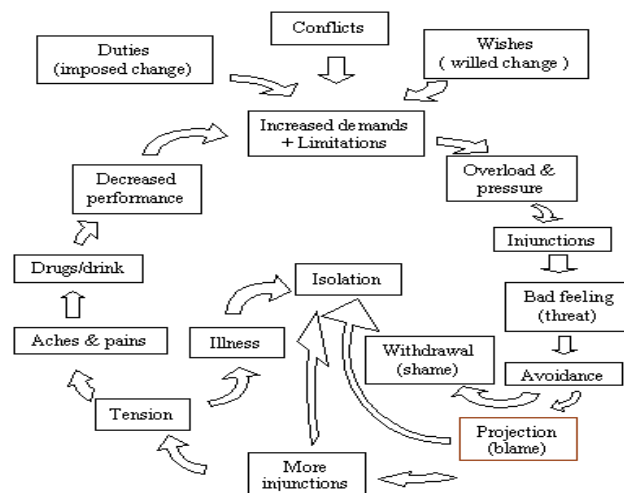


Figure 1.1: The Stress Cycle

Medgyes (1994) proposes three alternatives to the over-stressed teacher: To move on, to improve, or to suffer. The first proposal suggests moving on to another profession; the second one, the most viable and desirable one, is to improve himself as a teacher; and the third one is to suffer from constant stress. The only possible alternative

for the teachers who are supposed to teach English to the fourth and fifth grade seems to be the second one. This can mainly be done through teacher development programs.

1.1 Background to the Study

Teaching young learners can be an easy or arduous task according to the way a teacher approaches teaching children. At the initial stage, teachers have to be aware of the fact that teaching children and teaching adults are entirely different propositions (Abe, 1991). The primary root of the problems encountered while teaching children stems from the fact that teachers are adults themselves, working and living in an adult world; whereas, their clients are children living in a children's world. Therefore, teachers sometimes encounter problems while teaching children. Moreover, teachers of English teaching adults for years tend to use the same techniques and principles while teaching children. However, since adults and children are different, the same teaching and learning principles do not work with both groups of learners. Even experienced teachers may be tempted to stick to the teaching practices, or theoretical backgrounds they have been making use of for so many years. Since the ideal learning environment for children is not what it is for adults, teachers have difficulties in teaching children or even establishing rapport with them. Teachers actually teaching or going to teach at primary schools have first to be aware of the differing characteristics of their learner groups in order to be effective. Children differ from adults in many ways.

Children, unlike adults, are in a period enabling them to learn languages easily. Lennenberg (1967, 178 in Akmajian, 1995, p. 477) states that around puberty cerebral lateralization becomes established and thus the division of the brain as the right and left hemisphere for certain tasks accomplished. After this process, aphasia symptoms cannot be cured completely and limitations for language acquisition occur. Indications for the actual existence of such a period are provided with studies concerning children who have no exposure to a language until their puberty as it was in the case of Genie. Curtiss (1977, 31 in Akmajian, 1995, p. 478) reports that Genie was capable of learning new words and expressing herself but had problems in acquiring syntax. She was unable to form Wh-questions correctly. Similar results were obtained in studies conducted with deaf children who have learnt the Sign language after puberty. The discussions concerning the Critical Period Hypothesis have shifted more to the question whether adults have access to Universal Grammar “ the system of principles, conditions, and

rules that are the elements or properties of all human languages ... the essence of human language” as stated by Chomsky (1976, 26 in Cook and Newson 1996, p. 1) or not.

According to Piaget (1955, p. 14), children at elementary schools are usually in the “concrete operational stage of their cognitive development”. In other words, children learn through hands on experiences and through the manipulation of objects in their environment. In English as a Second Language (ESL) classes, this would mean that they learn through active engagement in some type of activities of which language is a part but not the main concern. They have to be working on some meaningful tasks to accomplish using the language they are going to learn because children learn in these years by doing (Piaget, 1955).

Another difference between adults and young learners, according to the studies of Lev Vygotsky (1962), is that children learn in a social context, in groups where some know more than the others know and challenge the group members to go beyond their present knowledge, their “zone of proximal development”. In other words, the “zone of proximal development” defines the fruitful ground of learning and teaching process as the difference in the ability of the child to do something alone and with some guidance. Children have to interact with each other and use the target language in their interactions. The function of the teacher or the ‘group leader’ is to provide some “comprehensible input”, which is slightly above the ‘level of the learners’, namely I+1, (Krashen, 1981) for learning to occur. In line with Vygotsky’s assumption that children learn in a social context, Smith (in D’Orio, 1999) expresses that children as well as adults learn best through social situations. However, unlike Vygotsky, these social situations for optimal learning encompass the whole lifetime according to Smith.

Furthermore, be it the first or second language, children need a chance to figure out for themselves how language works. In order to acquire a language, children constantly form hypotheses, test them out, and thus experience by themselves how language works. Children have to be given time to comprehend the rules of the language and errors have to be tolerated as a natural part of the language learning process (Lindfors, 1987). In order for language acquisition to occur through social interaction, children have to use the language with others in authentic communicative settings for mutual communication.

The acquisition of language through its use is parallel to the views of J. Dewey (in D’Orio, 1999), who claims that students are to be engaged in meaningful activities

for learning but not memorization to occur. Hence, learning can only occur if the students are able to apply the given knowledge.

The initial age for the introduction of a foreign language to children becomes earlier and earlier in many countries. Rixon (2000) mentioned this fact in the Keynote she wrote for the Modern English Teacher (MET). She (Rixon, 2000, p. 6) gives the initial age for the beginning of teaching English at the primary grades for some countries in 2000 as below:

Danish schools had been teaching English to 10- year-olds for many years but decided in the early 1990s to experiment with lowering the age by just one year. Austria, another case, has been teaching successfully to 8-year-olds for nearly 30 years but from 2003, after a careful pilot project already in place since 1988, the official starting age will be lowered to 6. France, Italy, Spain and Greece were the pioneers in the late 1980s and early 1990s with what we might call a more dramatic introduction — an intended starting age of several years younger than the previous norm (about 7 or 8 instead of 10 or 11). Central and Eastern parts of Europe brought in increased amounts of English language teaching where Russian had previously been the dominant language. Most South American countries are moving in the direction of having official English at primary school level and some countries, like Chile, are already there. In the Far East, Korea has set the pace with English an official part of primary school education for the last four years, and Japan and Taiwan are about to start in 2001.

Enever (2007) provides the following information for the starting ages of EU member states and some East Asian countries.

Table 1.1 Mandatory Start Age Policy of English In European and East Asian Countries

Start Age	Mandatory start age policy in 27 EU member states and plus 2 candidate countries	Mandatory start age policy in nine East Asian countries
5	France, Netherlands	-
6	Austria, Croatia, Estonia, Italy, Latvia, Luxembourg, Malta*, Spain, Sweden, three German regions	Singapore*, Philippines* Malaysia*, Thailand, Taiwan
7	Finland, Poland, England **	-
8	Belgium, Bulgaria, Greece, Slovenia, Slovakia, Portugal, thirteen German regions	-
9	Cyprus*, Denmark, Lithuania, Romania, Czech Republic	Indonesia, (Korea)
10	Hungary, Turkey	-
11	Ireland	(Vietnam) (Japan)
* indicates countries where English is an official language		
() indicates plans to lower start age shortly		
** phased in process over 5 year period		
-data accurate as at March 2007		

The table above shows us that France has lowered the initial starting age even lower than it was planned as mentioned by Rixon (2000). She (Rixon, 2000) stated it to be lowered to 7-8; however, now it begins at 5. The information provided both by Rixon (2000) and Enever (2007) shows that teaching Young Learners English has the tendency of becoming younger and younger. In some of the above-mentioned countries, children have even an introduction to English at kindergarten. Teaching young learners English is a current issue in some other countries that are not given in the table as well. In one of the neighboring countries to Turkey, Iran, formal state schools start in grade 6 (age 12). However, non-state educational institutes offer English instruction from around the age of 6 or 7.

These tendencies indicate that teaching young learners will remain a current issue for a long time. This issue will necessitate teachers for teaching young learners. Whether the 'best' teacher of English to young learners is to be found in the children's normal class teacher who may need to study to gain the necessary English competence has been discussed for long. Another alternative for the teacher of young learners could be the specialist teacher of English who may need a course of orientation in regard to the appropriate approaches, methods, and techniques for teaching young learners. The former countries of the Eastern-Block have retrained their experienced Russia teachers to teach English and are training new teachers at the primary teacher training colleges (Rixon, 2000).

As in many other countries, the expansion of teaching English to young learners or even very young learners in Turkey led to some mandatory changes for many language teachers and language teaching departments. Teachers of English and foreign language teaching departments have re-evaluated their principles and methods they were accustomed to. Since 2000 "Teaching Young Learners English" courses have been incorporated into the curriculum of the ELT education departments on a nationwide scale. However, graduates of these departments before 2000 did not receive any formal education for teaching the grades of four and five.

1.2 Statement of the Problem

Until 2000, the language teaching methodology taught to pre-service English teachers was appealing only to adults and adolescent learners. Besides, the English as a Foreign Language (EFL) teachers are prepared for the university entrance examination in exam-focused and teacher-centered classes. These students, after their graduation, tend to teach the way they were being taught (Blume, 1971). However, "compared to one or two decades ago, teaching is becoming a different profession. Many practitioners working in education have not been prepared for their present role during their pre-service teacher education" (Korthagen, Klaassen, and Russel, 2000, p. 243). Similarly, the teaching methodology that the pre-service English teachers were taught does not suit to children as they "tend to change their mood every other minute and find it extremely difficult to sit still" (Klein, 1993, p.14). Therefore, foreign language teacher education departments are supposed to bring up creative, autonomous teachers who can be inventive in selecting the activities, and can provide a great variety to the children while teaching them a foreign language as "they have greater motivation than adults to do the

things that appeals to them” (Klein, 1993, p. 14). In other words, instead of transmitters of knowledge, they have to be facilitators of learning (Korthagen, Klaassen, and Russel, 2000).

The decision of the Ministry of Education to commence teaching a foreign language in the fifth and later in the fourth grade has brought about the implementation of “Teaching Children Foreign Language” course into the curriculum of ELT departments. The Turkish Council of Higher Education (Yüksek Öğrenim Kurumu) instituted this new course in 2000 into the curriculum of foreign language teaching departments in the faculties of education throughout Turkey. YÖK defined the goals of the lesson along its implementation, but not the proceedings necessary to fulfill these aims leading to diversity in the conduction of that course. Despite the varieties, it has contributed to the awareness of teacher candidates how to teach or approach the teaching of young learners commencing to learn English in the grades of four and five. The teachers of English who were graduated after the year 2000 might be assumed to be able to teach children English. However, teachers graduated before the year 2000 have not had any education on teaching children English. The teachers of English graduated before the year 2000 and supposed to teach children after the decision of MEB had either to learn how to teach children English from their practices in their classes or through personal endeavors.

1.3 The Aim and Scope of the Study

The aim of this study is to determine the personal theories of fourth and fifth grade English teachers on “effective primary EFL teaching”. In addition, it will determine the impact of a teacher development program entitled “Teaching English at the 4th and 5th Grade” on the personal beliefs that these teachers have.

The teacher development program was designed after the results obtained from a ‘problem discerning questionnaire’. This questionnaire identified the problems and expectations of fourth and fifth grade teachers. Furthermore, for the design of the core program the content of various TEYL courses provided by different institutions were investigated. However, the main factor determining the content and the organization of the program was the feedback given on the design of the program by the participants of the study, as the program aimed to be a remedy for their problems.

1.4 Research Questions

This study aims to answer the following research questions:

1. What are some of the problems that teachers have in teaching English to the fourth and fifth grades? ('Problem Discerning Questionnaire' collected before the pilot-program).
2. What are the personal theories of the participants on effective primary English language teaching?
 - 2.1. What is the structure of the participants' personal theories on effective primary English language teaching?
 - 2.2. What is the content of the participants' personal theories on effective primary English language teaching?
3. Do changes occur in the participants' personal theories regarding effective primary practice?
 - 3.1. Do changes occur in the content of the participants' personal theories regarding effective primary practice?
 - 3.2. Do changes occur in the structure of the participants' personal theories regarding effective primary practice?

1.5 Definition of Terms

Action Research

The term action research in this study is regarded mainly as the research conducted in the planning and implementation of the syllabus in particular and the study in general to see the changes in the personal beliefs/ theories of the trainees (Yumru, 2000).

Action Research, according to Lewin (1946), is a three-step spiral process of (1) planning which involves reconnaissance; (2) taking actions; and (3) fact-finding about the results of the action. Action research is a cycle study. It is practical because it leads to practical improvements both during and after the research process. The researcher collaborates and acts with the participants and does research with and for the people who are involved in the problem. All the people contributing to the research are of equal importance. Action research is a critical inquiry. As Zuber-Skerritt (1992) states, it not only searches for practical improvement within the given socio-political constraints, but also acts as a critical and self-critical change agent of those constraints.

Personal Theories

Personal theories are the underlying system that students draw upon in thinking about, evaluating, classifying, and guiding pedagogical practice (Olson 1980, Pope and Scott 1984 in Sendan, 1995). This term is used in this study to describe the participant's beliefs on the theory and practice of teaching young learners.

The Repertory Grid Technique

This technique enables a researcher to elicit the constructs of the participants without influencing their personal beliefs by means of questions. Shaw (1984, p. 14 in Yumru, 2000) defines this technique as follows:

A repertory grid is a two-way classification of data in which the events are interlaced with abstractions in such a way that as to express part of a person's system of cross reference between his personal observations or experience of the world (elements), and his personal classifications or abstractions of that experience (constructs).

The Repertory Grid Technique is particularly used to explore the personal perspectives/beliefs of the participants in a study (Sendan, 1995).

Constructs

Constructs are bipolar representations of the features of the individual's beliefs. Kelly (1963, p. 50) states the following regarding construing and constructs;

By construing, we mean "placing an interpretation": a person places an interpretation upon what is construed. He erects a structure, within the framework of which the substance takes shape or assumes meaning. The substance which he construes does not produce the structure; the person does.

In construing, the person notes features in a series of elements which characterize some of the elements and are particularly uncharacteristic of others. Thus he erects constructs of similarity and contrast. Both the similarity and the contrast are inherent in the same construct.

These "constructs do not exist in isolation but are hierarchically grouped, some having subordinate and others superordinate positions within the system" (Pope, 2001, p. 35).

Constructs are used for predictions of things to come, and the world keeps on rolling and revealing these predictions to be either correct or misleading.

This fact provides the basis for the revision of constructs and eventually of the whole construct system (Kelly in Shaw & Gaines, 1992).

They are constantly challenged, “tested in terms of its predictive efficiency” (Kelly, 1963, p.12)

Structure

This term is described by Sendan (1995) as follows:

The term structure refers to (a) the ways in which individual constructs are hierarchically organized into a whole system of construction (Kelly's [1955] organization corollary), and (b) the ways in which the construction systems of different participants within the same cohort are related to one another (Kelly's [1955] commonality corollary). Thus, exploration of the changes in the structure of personal theories is dependent on the identification of structural patterns in the construction systems of the individuals in different cohorts (p.61).

Content

Sendan (1995) describes this term as follows:

It refers to the intended meaning of personal constructs (i.e., teaching behaviors or teaching characteristics) proposed by the participants when making semantic distinctions about what constitutes effectiveness in teaching. Thus, exploration of the changes in the content of personal theories is dependent on the identification of thematic patterns in the personal constructs, (p. 60).

Young Learners

The young learners in this study and Teaching English to Young Learners (TEYL) course consist of pupils at the levels of four and five.

Teacher Development

Teacher development might be defined as any attempt of the teachers to improve themselves and their teaching practices.

1.6 Assumptions and Limitations

The findings of the study were limited to the eleven volunteers. Kelly (1963) states; “people can be seen as differing from each other, not only because there might have been differences in the events they sought to anticipate, but also because there

have been different approaches to the anticipation of the same event” (p.55). Hence, despite the fact that the participants join the same ‘teacher development program’, there will be differences in their constructions due to personal differences and due to the different paths they will follow while constructing the same event. “No two people can play precisely the same role in the same event, no matter how closely they are associated” (Kelly, 1963, p. 55).

Thus, the findings and conclusions of this study will only be valid for this study and for these participants. The participants of this study were teachers with different social and educational backgrounds. The findings of the study were limited to the conceptual changes in the participants of this study. In order to see behavioral changes as well, observing their practice before and after their participation in the study would be necessary. Besides, in order to see the impact of such a program, the students’ views might also be taken into consideration.

The changes, regarding the changes in the content and structure of the participants’ theories about effective primary English teaching, were determined using rep grid technique before and after the program. In order to determine the durability of the changes the same technique might be applied with the participants after some time.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter aims to introduce the reader the concepts underlying this study. They are constructivism; in particular, Kelly's Personal Construct Psychology, teacher development, different models of teacher development, change in general but particularly related to teacher development, conceptual change, adult- young learners learning differences, features of young learners, action research, and theories underlying action research.

2.1 Constructivism

Research on teacher thinking and beliefs follow a parallel path in line with the concurrent theories of learning. Therefore, research on teaching, focused until the beginning of the eighties on the observable behaviors of the teachers in classrooms and the effect of these behaviors on students' learning (Fang, 1996). Hence, the complex phenomenon of learning and teaching had been reduced to measurable items such as the correlation between the processes in the classroom such as teachers' actions, applied methods and the product outcome like students' performance in exams.

The criticism, on methodological, theoretical, and ideological grounds, (Calderhead, 1987) of the studies conducted with the behaviorist paradigm were mainly because they did not reveal concrete and useful knowledge on specific teaching features and could not be applied in various teaching contexts. This led to a shift to the research of mental processes involved in learning (Williams and Burden, 1997). Thus, the focus of the research conducted with this paradigm was on "aspects as how people build up and draw upon their memories and the ways in which they became involved in the process of learning" (Williams and Burden, 1997, p.13). Out of this perspective, teaching is regarded as a "professional", "thinking activity" (Calderhead, 1987, p.1) rather than confining behaviors effecting students learning. Research on teachers has shifted from the effects of teaching behavior upon students performances to teachers' thought processes (Fang, 1996).

However, there are great variations in the cognitive psychological approaches; at one end there are the “information theorists (*italics in original*) who have drawn the analogy of the brain as a highly complex computer and who seek to explain its workings in terms of rules and models of how different aspects take place” (Williams and Burden, 1997, p.13). Therefore, the researchers at this end focus on issues such as information processing, operation of the memory, intelligence, types of intelligence, and testing of the intelligence. However, these too focus only on one aspect of the complex phenomenon of learning. At the other end, are the constructivists who focus how people interpret, make sense of the world they are living in, that originated from the works of Jean Piaget on child development (Williams and Burden, 1997). However, regarding the emergence of constructivism Jones and Araje (2002, line number 81-87) state the following:

Although the roots of constructivism are most often attributed to the work of Jean Piaget, constructivist tenets emerged much earlier in history as seen in the writings of Giambattista Vico, who declared in 1710, "The human mind can know only what the human mind has made" (von Glasersfeld, 1995, p. 21). Noddings argues that constructivist emphasis on the learner as central emerges from Chomsky's and Piaget's theories of an epistemological subject: "an active knowing mechanism that knows through continued construction" (Noddings, 1990, p. 9).

Within the field of education there are, as mentioned by Jones and Araje (2002), “philosophical meanings of constructivism, as well as personal constructivism as described by Piaget (1967), social constructivism outlined by Vygotsky (1978), radical constructivism advocated by von Glasersfeld (1995), constructivist epistemologies, and educational constructivism (Mathews, 1998)”.

Hence, the definition of constructivism in education varies according to the perspective held. (Davis, Maher, Noddings (1990, p. 3) state the following regarding constructivism and mathematics:

It is assumed that learners have to construct their own knowledge individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community-- other learners and teacher-- is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction.

Brooks & Brooks, (1993, p. vii) define the relation between knowledge and constructivism as follows "Constructivism is not a theory about teaching...it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective." Von Glaserfeld (1995), the founder of radical constructivism, expresses that knowledge is in the heads of the individual and people do not have any other chance except to construct what they know based on their personal experience. Naylor & Keogh (1999, p.93) mention regarding constructivism the following:

The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge.

Teaching based on a constructivist view of learning would take into account students' experiences and thinking. Hence, Bell and Gilbert (1996, pp. 10-11) provide the following for teaching science based on a constructivist view which provides hindsight to the teaching of English as well:

- § Finding out the ideas, opinions, interests, concerns, and experiences that students bring to a lesson;
- § Encouraging the students to think about their own prior ideas and (new) scientific ideas;
- § Finding out what meanings the students are constructing during the lesson;
- § Presenting and explaining the scientific ideas using a variety of resources (including the teacher)
- § Responding to, and interacting with, the students' thinking;
- § Helping students ask questions, find answers to their questions and to investigate and test out their own ideas;
- § Initially teaching science in contexts that are familiar and of interest to students;
- § Helping the students to reflect on their own learning, in terms of both the degree of understanding of the content and ways of thinking and learning; and

§ Assessing the change growth in students' ideas, as well as the extent to which they had learnt the scientific ideas.

After discussing that the empiricist educational approach has been criticized on practical and theoretical grounds, Fosnot (1989, pp.19-20) states the shift to constructivism and defines it to be based on the following four principles:

1. "Knowledge consists of past constructions".

Constructivists philosophically assert that the world can never be known in a true, objective sense separated from the individual and their experiences. It can only be known through individuals' logical framework, which transforms, organizes, and interprets their perceptions. Furthermore, this logic itself is constructed and evolves through development as people interact with their environment and try to make sense of their experiences. In essence, cognitive development comes about through the same processes as biological development- through self-regulation and adaptation (Fosnot, 1984, 1986)

2. "Constructions come about through assimilation and accommodation."

One of the most renowned constructivists Piaget (1977 in Fosnot 1986) breaks self-regulation into two polar (though intimately connected) processes by: assimilation and accommodation. Assimilation refers to the logical framework or scheme we use to interpret or organize information. When this assimilatory scheme is contradicted or found to be insufficient, we accommodate; in other words, we develop a higher-level theory or logic to encompass the information. Thus, former concepts are adapted and altered.

3. "Learning is an organic process of invention, rather than a mechanical process of accumulation."

Learning in the constructivist model is not regarded as an accumulation of facts and associations. Rather, it is believed that structural leaps in cognition are made throughout development, qualitatively producing different frameworks of understanding similar to the maturationist view. Whereas, the maturationists assume that structural leaps in cognition unfold automatically, cognitivists consider it as an active process conducted by the learner. Therefore, a "learner must have experiences with hypothesizing and predicting, manipulating objects, posing questions, researching answers, imagining, investigating, inventing, in order for new constructions to be developed" (Fosnot, 1989, p. 20).

If we consider teaching out of this perspective, a teacher cannot ensure that learners acquire knowledge just by having the teacher giving it but a learner centered active instructional model is to be mandated. A learner must construct the knowledge whereby the teacher functions as a creative mediator in the process (Fosnot, 1986).

4. “Meaningful learning occurs through reflection and resolution of cognitive conflict and thus serves negate earlier, incomplete level of understanding.” Hereby, contradiction and cognitive conflict do not stem directly from feedback but instead also are a construction of the learner.

In short, the emergence of constructivism has shifted knowledge as a product to knowing as a process. If we are to summarize, constructivism includes “a family of theories” based on the idea that individuals operate with mental representations of the world that change as they learn (Roberts, 1998, p. 23). The contribution of these theories is the understanding that “each individual constructs his or her own reality... learn different things in very different ways even provided with ... very similar learning experience “ (Williams & Burden, 1997, p. 2). Roberts summarizes the constructivist view of a learning cycle in the following way:

- § The person filters new information according to his or her expectations and existing knowledge of the world;
- § S/he constructs the meaning of the input;
- § This meaning is matched with her [sic] prior internal representations relevant to the input;
- § Matching confirms or disconfirms existing representations;
- § If there is a match, then s/he maintains the meaning as presently constructed (assimilation);
- § If there is a mismatch, she revises her representation of the world to incorporate the new information (accommodation) (Roberts, 1998, p. 23).

The above cycle implies that there is an on-going constructing and testing of the learner’s representations of the world before placing them into personal framework. Hence, in order to reach its aim within a TD program, we have to ‘start where teachers are’ before aiming at bringing about change both personally and professionally (Roberts, 1998). Thus, the first step is “to uncover teachers’ implicit theories and beliefs in order to make them available for conscious review” as stated by Roberts (1998, p.

26). This will enable the participant teachers to be aware of their previous understandings and test, reflect on them, and build up new ones (accommodate) in line with the input provided during the TD program.

In line with the tenets of constructivism, particularly PCP, throughout the ‘Teaching English in the Fourth and Fifth Class’ TD program, an atmosphere facilitating the exchange of previous experiences, reflection, and discussion among colleagues was created.

2.2 Personal Construct Psychology (PCP)

Despite the fact that Kelly had proposed his theory of personal constructs during the hey-days of behaviorism (see figure 2.1), he is “one of the unjustly neglected pioneers of the constructivist movement” (Williams and Burden, 1997, p. 27). The theory of personal constructs is placed in literature under constructivism. The internet based International Journal of Personal Construct Psychology has replaced its name with Journal of Constructivist Psychology. Hence, placed under the broader concept of constructivism, the theory of personal construct might reach a larger group of people.

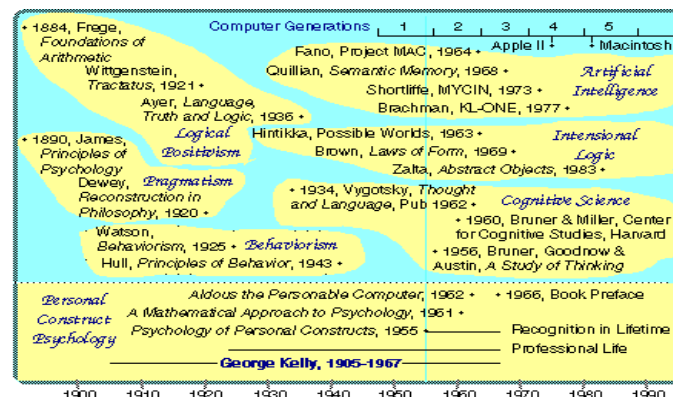


Figure 2.1. The Intellectual Setting of Personal Construct Psychology (Shaw & Gaines, 1992, p.23).

Personal Construct Psychology represents a complete psychological system, widely used in various studies such as management, education, knowledge modeling in artificial intelligence, and various other disciplines. ‘Constructive alternativism’ is Kelly’s epistemological position that he holds and is emphasized in Kelly’s words as (1963, p. 15):

We assume that all of our personal interpretations of the universe are subject to revision and replacement. This is a basic statement which has a bearing upon almost everything that we shall have to say later. ...there are

always some alternative constructions available to choose among in dealing with the world. No one need himself to paint in a corner; ... no one needs to be a victim of his biography. We call this philosophical position constructive alternativism.

Personal Constructivist Psychology is a theory and theories are defined by Kelly (1963, p. 19) as follows;

theories are the thinking of men who seek freedom amid swirling events.

The theories comprise prior assumptions about certain realms of these events. To the extent that the events may, from these prior assumptions, be constructed, predicted, and their relative courses charted, men may exercise control, and gain freedom for themselves in the process.

Indeed, in a conversation he states that “Personal Construct Theory is fundamentally a theory of human action (Hinkle 1970, 91 in Fransella 1995, p.14). His theory has man in the center and proposes each man to be a scientist. “When we speak of man-the-scientist we are speaking of all mankind and not merely a class of men who have publicly attained the stature of “scientist” (Kelly, 1963, p. 4). Like the publicly renowned scientist, ordinary man’s ultimate aim is also to predict and control the events in which he is involved. Hence, according to Kelly (1955, p. 53):

The individual creates his or her own ways of seeing the world in which s/he lives; the world does not create for him; s/he builds constructs and tries them on for size. The constructs are sometimes organized into systems, group of constructs which embody subordinate and superordinate relationships; the same events can often be viewed in the light of two or more systems, yet the events do not belong to any system, and the individual’s practical systems have particular foci and limited ranges of convenience.

Before we mention the premises that personal construct theory has for professional development and education, we turn to the “Fundamental Postulate of personal construct psychology elaborated with eleven corollaries” (Kelly, 1963, p. 46). “The fundamental postulate” of Kelly’s psychology of personal constructs (1963, p. 46) is that “a person's processes are psychologically channelized by the ways in which he anticipates events.” The fundamental postulate emphasizes the individual and his psychological processes while anticipating future events. In Kelly’s words (1963, p. 49):

Our emphasis is upon the way in which the individual man chooses to operate, rather than upon the way in which the operation might ideally be carried out. Each person may erect and utilize different ways, and it is the he who chooses which chanelizes his processes.

In line with the Fundamental Postulate, Gaines summarizes this process in figure 2.2.

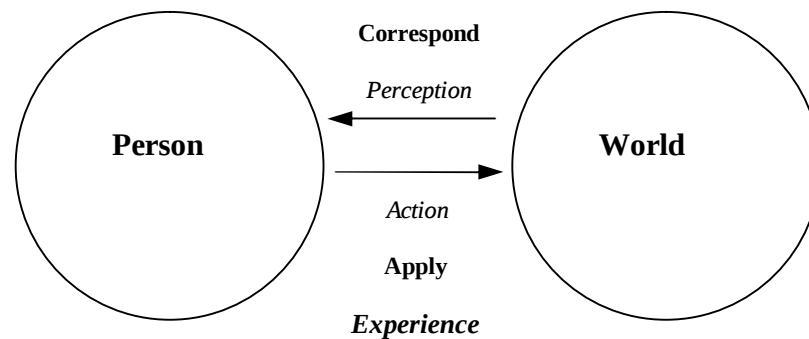


Figure 2.2. Person as an Anticipatory System Interacting with the World (Gaines, 1989, p.7)

Gaines (1992, 7) defines man inline with the fundamental postulate as:

an anticipatory system experiencing the world, perceiving it, acting upon it, modeling it to predict and explain it, interacting with it to experiment with and control it. The cognitive structures developed are valid in so far as they correspond to, or apply to, the world.

According to Kelly, man seeks prediction to enable him to understand the future reality better. However, future is reached through the present window of man through structured network of pathways. The aim of these procedures is to predict and control future events by anticipating them. Kelly states “anticipation is both the push and pull of the psychology of personal constructs (1963, p. 49).

To sum up the fundamental postulate, Zuber-Skerritt (1992, p.59) states the following:

[it] states that people's behaviour in the present is determined by the way they anticipate events in the future through the use of personal constructs in order to forecast events (theory building) or to evaluate previous forecasts and their validity or efficiency (theory testing),

1.Construction Corollary: *A person anticipates events by construing his/her replications* (49). This construct states that an individual anticipates new events using his previous experiences and thus expects them to happen as they did before. Thus, he hypothesizes about the coming event, “places an interpretation”. “He erects constructs of similarity and contrast” that are inherent within the same contrast knowing how the anticipated event is similar or different from his previous ones (Kelly 1963, 50-51). Regarding *replications* Kelly states (1963, 52). “Only when man attunes his ear to recurrent themes in the monotonous flow does his universe begin to make sense to him. Like a musician, he must phrase his experience in order to make sense to him.” People divide the events into segments and

Once events have been given their beginnings and ending, and their similarities and contrasts construed, it becomes feasible to try to predict them, just as one predicts that a tomorrow will follow today. What is predicted is not that tomorrow will be a duplicate of today but that there are replicative aspects of tomorrow's event, which may be safely predicted. Thus man anticipates events by construing their replications. (Kelly, 1963, pp. 52-53).

2.Individuality Corollary: *Persons differ from each other in their construction of events* (p.55). The construct system an individual creates is different from that of any other person. This corollary emphasizes the uniqueness of people’s construction as “his/her perception and interpretation of a given situation in a given context” (Sendan, 1995). Kelly (1963, p. 55) explains this corollary as follows:

People can be seen as differing from each other, not only because there may have been differences in the events which they have sought to anticipate, but also because there are different approaches to the anticipation of the same events. No two people can play precisely the same role in the same event, no matter how closely they are associated. (...)Thus, while there are individual differences in the construction of events, persons can find common ground through construing the experience of their neighbors along with their own.

As stated by Kelly, people can find some common ground for construing the events similar to others along with their own. However, “constructs can differ in their position, focus, range or permeability within the hierarchical framework and in the

strength of their relationships with other part of the system” (Zuber-Skerritt, 1992, p. 59).

3.Organization Corollary: *Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructions* (p.56). Constructs are grouped in order to minimize the incompatibilities and inconsistencies for the sake of avoiding making contradictory predictions (Kelly, 1963). The constructions as well as their organization are specific to the individual. Moreover, they are not static but of evolutionary nature and hence in constant change.

4.Dichotomy Corollary: *A person's construction system is composed of a finite number of dichotomous constructs* (p.59). Kelly (1963, p. 61) explains dichotomous constructs as follows: “The construct denotes an aspect of the elements lying within its range of convenience on the basis of (...) similarity and contrast. In its minimum contest, a construct is a way in which at least two elements are similar and contrast with the third.” There have to be at least three elements in the context in order to make comparisons.

5.Choice Corollary: *A person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for the extension and definition of his system* (p. 64). This corollary is especially important as it “embodies the intentionality of personal change” (Zuber-Skerritt, 1992, p. 59). The individual is empowered to make his/her own choices out of dichotomous constructs and is not regarded as a passive respondent to external stimuli. In Kelly’s words (1963, p. 65):

If a person’s processes are psychologically channeled by the ways in which he anticipates events, and those ways present themselves in dichotomous forms, it follows that he must choose between the poles of his dichotomies in a manner which is predicted by his anticipations. We assume, therefore, that whenever a person is confronted with the opportunity for making a choice, he will tend to make that choice in favor of the alternative which seems to provide the best basis for anticipating the ensuing events.

Furthermore, “the choice corollary lays down the grounds upon which we can make some predictions regarding how people will act after they have construed the issues with which they are faced” (Kelly, 1963, p. 67).

This corollary is at the very heart of the theory of personal constructs, since Kelly's theory is the theory of constructive alternativism. It empowers each man, a scientist, to predict and control the events.

6.Range Corollary: *A construct is convenient for the anticipation of a finite range of events only* (p. 68). A particular construct has a limited access for a range of event which means that no construct is useful for everything. A construct might be applicable for a wide range, e.g. good vs. bad or narrow range of elements such as tall vs. short. Kelly (1963, p. 68) explains this corollary as follows:

Just as a system or theory has its focus and range of convenience, so a person who constructs has a focus and range of convenience. There are few if any personal constructs which one can say are relevant to everything. Bannister and Fransella explain this category as follows:

Kelly used the term "focus of convenience" to indicate those things which a construct was specifically developed. Thus, the construct "honesty" for some people, has its "focus of convenience" keeping your fingers of other people's property and money. The "range of convenience" is all those things to which people might eventually find the construct applicable. Thus for some people "honesty" may eventually be used in relation to political honesty sexual honesty, aesthetic honesty and so forth...

(Bannister and Fransella in Sendan, 1995, p. 28)

7.Experience Corollary: A person's construction system varies as he successively construes the replications of events (p.72). The events that individuals experience make them revise and/or change their constructs. However, this is again an active procedure in which the individual makes conscious attempts to benefit from the experience. In other words, as Sendan (1995) states "we perpetually revise our construct systems on the basis of success and or failure of our anticipations of our experiences" (p. 29). Kelly elaborates on this corollary as follows:

The successive revelation of events in the course of time continually subjects a person's construction system to a validation process. The constructions one places upon, events are working hypotheses, which are about to be put to the test of experience. As one's anticipations or hypotheses are successively revised in the light of the unfolding sequence of events, the construction system undergoes a progressive evolution (72).

Experience is made up of the successive construing of events. It is not constituted merely by the succession of the events themselves. A person can be a witness to a tremendous parade of episodes and yet, if he fails to keep making something out of them, or if he waits until they have all occurred before he attempts to reconstrue them, he gains little in the way of experience from having been around when they happened (73).

8.Modulation Corollary: *The variation in a person's construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie* (p.77). Depending on the permeability of the constructs, the construct system of an individual may be revised and changed in accordance with novel experiences according to the degree of permeability. The permeability of a construct is according to Kelly (1963, p. 79):

A construct is permeable if it will admit to its range of convenience new elements which are not yet construed within its framework. An utterly concrete construct, if there were such a thing, would not be permeable at all, for it would be made up of certain specified elements –those and no others. Such a construct would have to be impermeable.

The impermeable parts within a construct system will resist change. Fransella (1984, 246 in Zuber-Skerritt 1992, p. 61) explains that one reason for the resistance is the fright of an overwhelming necessity for personal change if the evidence is accepted. A change of that enormity is daunting and threatening to the individual. Zuber-Skerritt (1992, p. 61) states the following:

Kelly believes that conceptual development is an evolutionary process. Conceptual structures are groups of constructs which are independently organized substructures. These substructures are hierarchically organised at progressively higher levels of abstraction. The substructures are also functionally differentiated so that the "range of convenience" of an individual's construct system is enhanced. This means that some features or events which are viewed as inappropriate or not applicable by a construct or substructure (i.e. which are viewed as neutral or lying outside "the range of convenience") may be viewed as adequate or appropriate by other constructs or substructures on the basis of different functions. These differing substructures are hierarchically integrated in a person's construct system. The hierarchical integration enables the individual to make a wider range of

cross-reference than would be possible within a much differentiated system.

It is therefore an essential aspect of conceptual development, (...).

9. Fragmentation Corollary: *A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other* (p. 83).

Kelly states that the construct system of an individual is constantly in a state of flux within a superordinate system and that later formulations may not be derived from each other (1963). In other words, new constructs are not necessarily direct descendants of one's old constructs. If we are to exemplify; what we think today may not be directly inferred from what we had been thinking yesterday, a common phenomena in peoples' long-term development.

As stated by Zuber Skerit (1992, p. 62) "Fragmentation and modulation corollaries suggest how a person uses a variety of differing subsystems which are semi-independent, but at some point, they are subsumed by a superordinate construct... an essential feature of conceptual development and change."

10. Commonality Corollary: *To the extent that one person employs a construction of experience which is similar to that employed by another, his processes are psychologically similar to those of the other person* (p. 90). This corollary completes the individuality corollary. Since there is an individuality corollary, there must also be a commonality corollary because of the dichotomous nature of this theory (Kelly, 1963). Despite the individuality of people, there might be similarities in their constructions of the same events because of many reasons such as similarities in their age, experiences, profession, and culture. Regarding the commonality in the construction of event within a culture, Kelly (1963, p. 94) states the following:

people belong to the same cultural group, not merely because they behave alike, nor because they expect the same things of others, but especially because they construe their experience in the same way. It is on this last similarity that the psychology of personal constructs throws its emphasis.

11. Sociality Corollary: *To the extent that one person construes the construction processes of another s/he may play a role in a social process involving the other person* (p. 95). The last corollary is related to the interpersonal features of the theory of personal constructs. He states that "the person who is to play a constructive role in a social process with another person need not so much construe things as the other person does as he must effectively construe the other person's outlook" He gives traffic as an example where the drivers subsume opposite drivers constructions and thus hinder

collisions. Regarding the importance of this construct to education Zuber Skerrit (1992, p. 60) states the following:

Teachers, for example, need not have the same or similar construct systems as their students, but they must be able to subsume and understand their students' construct systems in order to "interact" with them rather than "act" and teach them."

Similarly, students try to understand teachers' construct systems in order to perform in line with their expectations. Hence, "understanding does not have to be a one-way proposition; it can be mutual since, to some extent, our construction system subsumes the construction systems of others and theirs, in part subsumes ours (Kelly, 1963, p. 96).

Zuber-Skerritt (1992 a, p. 58) summarizes Kelly's theory of personal constructs as follows:

Kelly's fundamental postulate and his corollaries give a picture of the person/learner as a 'personal scientist', with a hierarchical construction, system (organisation corollary) which is personally unique (individuality corollary) and which can be explored by him/herself as well as by others (sociality corollary). Apart from their individuality, a group of people may be similar in terms of their construction of experience (commonality corollary). The development of intelligence or conceptual change depends on the permeability, ie. the degree of openness for change, of a person's constructs (modulation corollary) and the balance between hierarchical integration and consistency of differing constructs on the one hand and their differentiation and inconsistency (fragmentation corollary) on the other. Finally, a person is not predetermined in his/her thinking, but can choose alternatives (choice corollary). His/her construing is both cognitive and emotional; the personal construct system is a holistic entity. If any part within the system is changed, this change will have implications for other parts of the total system.

The contribution of Kelly's constructivist theory, the theory of personal constructs is portrayed by Zuber Skerrit (1992, p. 66), with " if learning is the active, creative, rational, emotional, intentional and pragmatic construction of reality, students are not to be seen as the passive receivers of knowledge but the active constructors and interpreters of their experiences."

Pope and Keen used for the first time Kelly's constructivist theory in the field of education. Pope (1993) has applied Kelly's theories for teacher learning. She suggested the following points (pp. 20-21):

- § the world is real but individuals vary in their perception of it;
- § an individual's conception of the real world has integrity for that individual;
- § teachers use personally pre-existing theories to explain and plan their teaching;
- § teachers test these theories for fruitfulness and modify them in the light of such testing.

Sendan (1995) applied the theory of personal constructs in the field of English Language Teaching. As he suggests, PCP is particularly relevant to the research on teacher beliefs. If there is a mismatch between teachers perceptions of the world and their actual practices, making a revision will be inevitable.

Pervin & John (2001, p. 430 in Çakır, 2004, p. 27) mention the strengths and weaknesses of the theory of personal constructs as follows:

- § The theory makes a significant contribution by bringing to the forefront of personality the importance of cognition and construct system;
- § It is an approach to personality that attempts to capture both the uniqueness of the individual and the lawfulness of people generally;
- § It has developed a new, interesting, and theoretically relevant assessment technique, the REP test which is used in some studies controversial to the theory of personal constructs (Sendan, 1995)

The weak sides of the theory of personal constructs are mentioned as follows:

- § The theory shows relative neglect of certain important areas such as emotion and motivation;
- § Despite Kelly's view that theories are there to be reformulated and abandoned, no one, since 1955, has formulated any significant new theoretical developments in personal construct theory;
- § It has remained outside of mainstream research relating work in cognitive psychology to personality.

The present study tries to determine the effect of a TD program on 'teaching young learners English' on the participant within the framework of Kelly' PCP with a social dimension. Hereby, we bear in mind that "all human experience is ultimately social ... it involves contact and communication" (Dewey 1938, p. 38) and thus, highlight that "the teacher's social world is the reality, the base from which each teacher will develop"

(Roberts, 1998, p. 45). Hence, we adopt, in line with Roberts (1998), a social constructivist stance for the TD program and believe that social and personal factors are equally important in the process during learning because a teacher's development occurs during a constant exchange with their social circumstances such as their immediate working relationships, school situation, and wider social forces (Roberts, 1998).

"Learners make their own sense of the world, but they do so within a social context, and through social interactions" (Williams & Burden, 1997 p. 28). Similarly, Wallace and Louden (2002) report that teachers change and develop through the influence of their milieu as well. Moreover, even "the emotions of teachers are considered to be socially constructed rather than biologically originated or psychologically rooted (Gergen, 1991, p. 10)". Teachers' feelings of anxiety, discomfort or lack of control on changing their classroom practices can be seen as social constructions. These feelings arise when teachers are going "against the grain" (Cochran-Smith, 1991) of what is socially acceptable in term of the socially constructed knowledge about what it means to be a teacher.

Although, "teachers typically work in isolation, unaware of the learning of teachers around them, and with limited opportunities for reflection on their own practice" (Wallace and Louden 2002, p. 167), they are in need of exchange between social forces in and out of school and personal values, experiences, expectation for development to occur (Roberts, 1998). Similarly, Bell and Gilbert (1996, p. 44) state the following:

the position that the individual has some degree of responsibility and agency in the change process, while at the same time accepting that an individual teacher has limited power to change the culture and socially constructed knowledge. Expecting individual teachers to their classroom activities, values, and thinking, in a major way, on their own and against the norm, is unrealistic and undesirable.

Hence, a social perspective to teaching entails that there is more in learning than acquiring some set of techniques and specialist knowledge; it is "the process by which people selectively acquire the values, attitudes, the interests, the skills and knowledge- in short the culture – current in groups to which they are, or seek to become a member" Merton (in Roberts 1998, p. 36).

Regarding the design of the present TD program, social constructivism (SC) has the following implications:

- § Providers and teachers need to assess the relationships between their work and wider social conditions as learning in teacher development programs occurs in wider social and political context which are to be taken into consideration and not ignored.
- § Dialogue and talk are central to teacher learning and are for long regarded as an essential part of experiential learning cycle.
- § Collaborative dialogue is emphasized
- § Task-focused talk is of special value since it offers opportunities to clarify personal meanings and social relationships that support changing views of self as teacher.
- § Social Constructivism suggests that teacher learning is best promoted by cycles of related activities that integrate the dimensions of teacher learning.

(Roberts, 1998, pp. 44-46)

Moreover, we agree with Roberts (1998, p. 46), who claims that
by building on individual constructivist views of learning, on social dimensions to teacher work and on the notion of individual reflection as a means to learning, we argue that a social constructivist position is the most adequate framework for language teacher education design.

2.3 Teacher Development

Teacher development has been recognized as an area of study quite recently. Journals, books, and degree courses regarding teacher development appeared on the market within the last two decades (Evans, 2002). These have made valuable contributions to the understanding of the everyday life of teachers and the nature of the teaching profession. Evans (2002, p. 124) states that

Much of the literature in the field has made valuable contributions to our understanding of teachers' working lives. The teacher development literature has served to disseminate information on and ideas for improving teachers' and, by extension, schools' performances. It has provided the forum for discussion about the future of the teaching profession and the nature of teaching as a job.

However, the concept of teacher development, despite the valuable contributions of the literature to our understanding of teacher development, remained unclear (Evans, 2002). Knowles (1999, p. 100) states that "teacher education researchers have much to

learn about how to address, let alone understand the complexity of teachers' work in our researching endeavours." This has led some researchers "to forge alternative information gathering, interpretation, and representation processes" (Knowles, 1999). Evans (2002), furthermore, claims that "definitions of teacher development are almost entirely absent from the literature: even those who are generally considered leading writers in the field do not define precisely what they mean by the term." (Evans, 2002, p124). Considering the definition of teacher development her (Evans, 2002, pp.130-131) interpretation is as follows:

I interpret teacher development as a process, which may be on-going or which may have occurred and is completed. I do not imply that teacher development in its entirety may ever be considered to have been completed in a finite way: rather, that teachers may be considered to have developed in some way, which does not, by any means, preclude their developing repeatedly, in different ways, or resuming their development in a way in which they have already developed. My reference to teacher development being completed therefore implicitly incorporates recognition that the completion may often be transient. I also consider teacher development to be a subjective or an objective process, or both. It may be thought of as an internalization process on the part of teachers, or it may be an externally applied process, directed at teachers, but effected by external agencies. In the latter case, it may not necessarily be successful but, since I interpret it as a process rather than a product, I would nevertheless categorize unsuccessful, or partially successful, efforts as teacher development; but these would be teacher development processes that failed, or partially failed, to be completed. ... It may enhance the status of the profession as a whole, exemplified by the evolution of an all-graduate profession, and it may improve teachers' knowledge, skills and practice. I define it as: the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced.

This might be the reason why definitions of the concept are all including or interpretations of the writers in the field.

The extent to which the concept of teacher development is scrutinized in the literature varies. In some cases, conceptual analysis takes the form of presentation and examination of explicit interpretations, or descriptions, of teacher development. In other

cases, interpretations are implicit in the arguments and discussions presented. There are also many cases where no interpretations are offered or implied. (Evans, 2002)

Darling-Hammond (1994) regard teacher development as a procedure of enhancing teacher's professional status through the expansion of their knowledge base on which the profession draws and increasing teachers' epistemological knowledge. According to Darling-Hammond (1994 a, pp.1-10) for teacher development to occur a knowledge base of teachers is to be established. Afterwards new structures and approaches for sharing knowledge for teaching might be built, teaching knowledge restructured, experientially acquired knowledge and knowledge generated at the faculty amalgamated, teaching freed from bureaucracy and considered as a profession, 'standards of practice' and collegiality developed, foundations of a profession to be built, and professional development be sustained by "both state-of-the-art practice and an inquiry ethic". The Turkish Ministry of Education took these views, expressed by Darling-Hammond (1994), into consideration. Whereas, in the past, teachers had to prepare daily lesson plans, unit plans, and annual lesson plans, now they are freed from this task.

Hoyle and John (1995 in Furlong et al. 2000) discuss the professionalism of teachers leading to development and argue that the notions of knowledge, autonomy, and responsibility are interrelated and basic to professionalism. Hereby, the knowledge that they acquire in long periods through specialist is research-validated knowledge that they apply constructively and intelligently. While doing this they have to "balance their own and their client's interests through a commitment to a set of principles governing good practice and the realization of these through day to day professional activities" Hoyle and John (1995, p.104 in Furlong et al,2000 p. 5). However, Hoyle and John argue that making sound judgements concerning their practices is not an ability taught at schools, or to be acquired with training but has to develop in teachers with time.

Similarly, Connelly and Clandinin (2000) make a distinction between knowledge for teachers and teacher knowledge. The teachable knowledge is labeled "knowledge for teachers" and can be identified, put into a curriculum, taught so that it becomes an inherent characteristics of the teacher, and may be tested. However, as years go by, teachers do not consult this knowledge base. It fades away from their memory and becomes integrated with their self-perception as teachers, integrated with their personal practical knowledge. Teacher's personal practical knowledge, is what Connelly and Clandinin call "teacher knowledge". This knowledge has both personal and

professional dimensions. The personal tends to refer to teachers' own predispositions and the professional refers to their interactions with others and with the formal profession. Based on this distinction, Connelly and Clandinin (2000) consider teacher education to be life long, a life line- a narrative history of life experience. Thus, teacher education and development is on a continuum like teaching which might be labeled as an educative relationship between people.

Keiny (1994) presents a conception of professional development that involves teachers' investigating their practice to construct their own theories of teaching. He defines professional development as "a process of professional growth" (p. 158).

Lange (1990, p. 253) states that teacher development "is a term used in the literature to describe a process of continual, intellectual, experiential, and attitudinal growth of teachers". This growth is caused by the pre-service and in-service programs teachers attend. However, development is "teachers continue to evolve in the use, adaptation of their art and craft. It is the continuance of that evolution that teacher education programs seek but rarely establish" (Lange, 1990). On the other hand, Jackson (1992) considers teacher development as ambiguous as it could refer both to the development of teachers individually or of the profession as a whole over the years. He (Jackson 1992, pp.63-73) states that there are four different ways to enable the development of teachers.

The first and most obvious way is dubbed as "the way of know- how." He states that "the most obvious way to contribute to teacher development is to tell teachers how to teach or, if they already know how, how to teach better than they are presently doing" (p. 64).

The second way is to improve the conditions under which teachers work. This includes a wide variety of possibilities ranging from reducing the teaching load, decreasing the amount of the students in the classes to increasing the power and authority of teachers in matters such as choosing textbooks, establishing curriculum and controlling their own evaluation procedures. He (p. 65) labels it "the way of independence" which is also called empowerment and emancipation and leads to more autonomous professionals.

The third way supporting teacher development is to relieve them of psychological discomfort and to come into terms with the demands of their profession. This is labeled by him as "the way of role accommodation" and is accomplished by different means such as

the use of journals, autobiographies, and diaries to figure out prominently in these more recent efforts, as do so –called ‘support groups’ within schools and the kind of ‘buddy’ system that pairs up experienced and novice teachers as a way of inducting the latter into the guild (p.66).

The fourth way of teacher development is not labeled by Jackson but compared to the way when someone encounters an art work and is deeply affected by it as “we have no clear and unequivocal language for describing that process but do employ metaphors.” He states that teacher begin to perceive thing differently and gain thus deeper insights regarding their profession.

I am claiming that there is no other way, chancy though the process may be, to further the development of teachers along the lines that lead to a deepened and intensified appreciation of the social and cultural complexities of their work. There are other forms of teacher development, as we have seen, but none substitutes for the kind of enriched understanding that only prolonged reflection on teaching, from a variety of different perspectives can ultimately give (p. 72).

Jackson (1992, p. 73) states that “if we put an object to reflection we place within a larger setting, we will be able to articulate it within a context with a newly won insight resulting in a positive change”.

Grossman (1994 p. 50) also, stresses the acquisition of different perspectives and ideas and the incorporation of a wider vision of what teaching involves and thus “helping teachers grow”. She takes the professional learning of the University staff into consideration and states that “all instructors acquire new knowledge and perspectives from interactions in planning and teaching the class (p. 59) and concern school culture, collegiality, professional responsibility, and communication (p. 61). She (Grossman 1994, p. 58) writes of the professional development of experienced teachers as well and states that “ this has taken a number of different forms, including workshops, study groups, reside chats, a district-wide colloquium for middle school teachers, action research projects, and conversations with the professor-in-residence ...’. As a result of teachers’ participation in these activities, teachers will have “a new understanding of their role, an expanded vision of their professional roles and their awareness of broader issues in education” (p. 61).

According to Miller and Silvernail, teacher development occurs through the (1994) focus on reflection, introspection and self-analysis and inquiry. They propose

three professional development activities; “training for cooperative teachers, videotaped observation process, and the presence of interns” (Miller and Silvernail 1994, pp. 40–42).

Leithwood presents a “multidimensional description of teacher development which incorporates three dimensions: the development of professional expertise; psychological development, and career-cycle development” (1992, pp. 87-88). Although not explicitly stated, the diagrammatic representation presents the three dimensions as interrelated. He states that the school principals “attend all three dimensions” (p. 94).

The kind of teacher development programs that school principals favor most is the initial one among the perspectives mentioned in the literature (Hargreaves and Fullan, 1992).

- § Teacher development as knowledge and skill development
- § Teacher development as self understanding
- § Teacher development as ecological change

These three perspectives have the underlying notion that teachers are to be provided with “opportunities to teach” (Woods in Hargreaves and Fullan, 1992, p. 1). The first perspective entails finding opportunities to learn and acquire the knowledge and skills of effective teaching and thus enhancing students learning such as how to teach mixed ability levels, being aware of new methods and approaches in teaching. The second one entails becoming a sensitive and flexible teacher by developing personal qualities, commitment and self understanding and the third one creating a work environment which is supportive and not restrictive of professional learning, continuous improvement, and the opportunity to teach, rather than merely survive.

The first perspective on teacher development, knowledge and skill development, which entails providing teachers with relevant knowledge and skills, is preferred by administrators since TD programs based on this approach are focused, easily organized, and do not infer into other areas such as programming or administrating the school. However, although employed widely, this approach based on skills and knowledge transmission is criticized on the following grounds:

- § It is usually imposed on the participants in a top down approach by experts out of schools.
- § Teachers are regarded as persons to be trained and developed.

- § There is an over reliance and a faith in the certainty to the skills to be transmitted which are based on “incontrovertible” findings of educational research. In a fast changing world characterized by indeterminacy and unpredictability this is out of place.
- § It subdues the voices of teachers indeed necessary as a means of constructing and reconstructing the aims and priorities of their work.
- § A particular aspect of teacher development is overemphasized due to the overemphasis on skill development rather than personal growth and creation of a collaborative community culture, allocation of resources to trainers and developers rather than the recipients focus on more high status academic domains such as science and mathematics.

The second notion of teacher development, teacher development as self-understanding, incorporates changing the teacher himself as sometimes personal factors might inhibit professional development. Nias (1989) and Leithwood (1992), for professional development to occur, mention three dimensions of personal development that are to be taken into consideration. They are personal development progresses through different levels, teachers during different times of their life cycle have different attitudes to change and development and different needs considering professional development, and specific issues that are related to the teaching career itself such as promotion.

Hargreaves and Fullan (1992) underline the humanistic emphasis in teacher development focusing more on the individual rather than specific skills. Similarly, Clark (1992, p. 75) considers teachers “ as a complex individual doing a very complicated work in a sometimes stressful, sometimes rewarding, always uncertain and dynamic variety of settings.” He (Clark, 1992) mentions that adult development is likely to be more successful if it’s voluntary, if it aims the needs and interests of individual teachers teaching in a variety of settings, and that effective teachers design their own agenda for development. He states seven principles for self designed professional development: documenting beliefs so that they can be developed, building on the strengths rather than on the deficits, outlining a five year plan to pinpoint priorities, learning in small steps through conscious collaboration such as mutual visits rather than drastic changes implied from outside, asking for help and support, doing tasks in unique ways rather than copying them, and celebrating success together.

Hargreaves and Fullan, (1992) suggest that teacher development should involve students since the whole development process is for their sake. Goodson (1996 in Goodson and Hargreaves, 1996) claims that issues of class, gender, lifestyle, and life cycle should be taken into consideration since teachers are not just practitioners but purposeful person striving for their own aims and purposes. Teacher's life is the context for their work providing a rich source of data that should be investigated by the researchers and teachers in collaboration.

The third notion of teacher development is teacher development as ecological change. Neither teacher development nor critical reflection does occur in isolation without any cooperation among teachers, encouragement, and time devoted to it. The context will determine the success or failure for two reasons:

- § The context of teachers' working environment provides the necessary conditions such as resources allowing the participation in, the initiation of teacher development activities, supportive environment, and positive leadership.
- § The context of teaching might be the focus and the precondition of teacher development. In schools with a collaborative culture where teachers support, learn from, and with each other there will be successful programs leading to professional development, school based improvement, and pupil achievement.

However, Hargreaves (in Hargreaves and Fullan (1992) warns against the creation of "contrived collegiality" making

collaboration compulsory rather than voluntary, forced rather than facilitated, formal and scheduled rather than informal and evolutionary, directed towards administrative priorities rather than teacher concerns, predictable rather than unpredictable in its outcomes, and- because of all these things- predominantly masculine rather than feminine in its orientation and style (p.16).

The way that the context of the teaching environment can effect teacher development is mentioned by Whitford (1994) and Miller and Silvernail (1994). Whitford (1994, p. 86) reports about the proceedings related to teacher development in professional development schools as follows:

Perhaps the most powerful professional development happened as those in PDS sites planned and experimented with innovative arrangements. As they talked about what they wanted to do, as they designed and refined, they encountered questions and problems. That prompted a great deal of

professional reading and conversations with other educators. Thus, much professional development occurred in a learning-by-doing approach.

Miller and Silvernail (1994) consider professional development to occur if teachers are seeking and communicating the rationale underpinning their practice. They report of a school (p. 28):

The staff at Wells ... are committed to the practice of continual inquiry. They use the knowledge from research and theory to examine both their instruction and practice and the structure within which they work in order to continually improve the education program for their students, but they understand that the answers to educational questions must ultimately come from within their educational community.

Bell and Gilbert (1994, 1996) do not define teacher development, but they very clearly describe what it is: (p. 493, p.33):

Teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their personally and socially constructed beliefs and ideas about science education and about what it means to be a teacher of science, developing their classroom practice and attending to their feelings associated with changing. Another aspect of the teacher development was learning about professional development and change processes, and how they themselves learn.

Metacognition and the reconceptualization of teacher development by the teachers is an essential part of teacher development resulting from teacher learning. Bell and Gilbert (1996, p.33) define learning as a “purposeful inquiry” into the aspects of teachers’ teaching which they consider as problematic and wished to change. They identify and describe “three main types of development”: personal, professional, and social. The process of teacher development can be seen as one in which personal, professional, and social development are occurring, and development in one aspect cannot proceed unless the other aspects develop also (p. 34). They also describe what they consider to be the key features, having an interwoven and interactive nature of the teacher development process (p. 34) as follows:

Teacher development can be seen as having two components. One is the input of new theoretical ideas and new teaching suggestions.... The second is trying out, evaluation, and practice of these new theoretical and teaching

ideas over an extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically.... Both are important if all three aspects of teacher development—personal, professional, and social development—are to occur.

The teacher development notion mentioned above is criticized on two accounts (Evans 2002): Teacher development might also occur in less planned and unsystematic ways and the tripartite nature of teacher development as stated by Bell and Gilbert hinders a product oriented approach to teacher development.

On the other hand, there are studies including Lovitt and Clarke (1988), Johnson (1989), Fullan and Stiegelbauer (1991) confirming that product oriented “one –shot” teacher development programs fall short. Other studies, such as Wood & Thompson (1980) and Guskey (1985, 1986), have proven the ineffectiveness of teacher development programs focusing on a deficit approach and are hence product oriented.

Concerning the question of how teacher development takes place and the issues to be considered throughout TD programs, Bell and Gilbert (1996, pp. 68-69) provide the following criteria for the development of science teachers which we hold to be true for any kind of teacher learning disregarding their branch.

- The development of self-identity as a teacher of science is a part of teacher development. What it means to be a teacher of science is socially constructed and a part of the culture of science teaching. During teacher development, this culture and socially constructed knowledge will be renegotiated and reconstructed. An individual teacher will be constructing for himself or herself a self identity as a teacher and be positioned within this culture. Teachers need to be contributors to the reconstruction of the culture if they are to be empowered and engaged.
- Knowledge is constructed by people.
- Construction and reconstruction of knowledge is both personal and social.
- Learning involves the interaction of the personal and social constructions of meanings, and both may be changed in the interaction.
- Socially constructed knowledge is both the context for, and the outcome of, human social interaction. The socially constructed knowledge is an integral part of the learning activity.

- Learners as developing people have partial agency. They are partially determining and partially determined. The teacher development required to address the agenda in Chapter 1. requires teacher (and others) to change the culture of what it means to be a teacher of science and for teachers to be positioned in the reconstructed culture.
- Social interaction – for example, in dialogues, accounting and narratives – promotes learning of socially constructed knowledge, personal construction of meaning, and the reconstruction of knowledge.
- Learners can reconstruct their knowledge through reflection. Metacognition is an important part of learning and can involve reflection on the degree of understanding on the nature of thoughts.
- Teacher development as learning by teachers needs to take into account the existing knowledge, experiences, opinions and values of the teachers. This will include their prior knowledge of teaching and learning, and the nature and status of knowledge. It will also include taking into account their ways of learning. In doing this, teacher development convenors or facilitators need to expect an plan for unintended learning outcomes.
- Learning by teachers in teacher – development situations is occurring within wider social and political contexts. These need to be addressed, not ignored.
- Teacher development as learning needs to take into account the existing socially constructed knowledge of what it means to be a teacher of science.
- Teacher development can be viewed as reflective and critical inquiry, within the social and political context of teaching and education.

The reasons for teachers also reflected in the statements of the participants in the present study, to attend TD programs is summarized by Craft (2000, p. 10) as follows:

- to improve the job performance skills of the whole staff or groups of staff
- to improve the job performance skills of an individual teacher
- to extend the experience of an individual teacher for career development or promotion purposes
- to develop the professional knowledge and understanding of an individual teacher
- to extend the personal or general education of an individual
- to make staff feel valued

- to promote job satisfaction
- to develop an enhanced view of the job
- to enable teachers to anticipate and prepare for change
- to clarify the whole school or department's policy.

One of the aims of teacher development will be invariably the improvement of pupil learning. A further aim, as emphasized by Blandford (2000 in Craft 2000, p. 10) is to enable their understanding of the society and information and communication technology (ICT).

Bell and Gilbert (1996) state that teachers want their students' best. Hence they seek to improve their teaching practices, knowledge, relations with their students, and their school management in their own time and many times with their own means in order to obtain the best available learning opportunities and results for their students like the participants in the present study. Different teachers want to participate in different kinds of TD programs, but they do it for concerns like continuity, progression, differentiation, the inclusive curriculum, assessment, teaching and learning activities, relevant curriculum, resources to support teaching and learning. Continuity indicates the continuity in the education system that children pass through based on their age and development. Thus teachers at different levels have different concerns regarding the "subject- matter to be taught, the purpose of education and the nature of teaching and learning (Bell and Gilbert 1996, p. 1). The difficulties, based on these differences, were the reasons for many of participants in the present study (see section 4). Progression is another reason for the teachers to seek professional development. "Progression is essentially a requirement of a curriculum in response to governments', teachers' and parents' concern to account for progress in teaching and learning." These changes entail continuous rising of the requirements laid on the students during their education. These requirements make also greater demands for the teachers as they are the ones who are going to apply the curriculum in their classes. In a continuously changing world, in order to reach the western countries international studies might have an effect on the curriculum as well. The results of the Pisa study made by the OECD in 2003 have for sure an impact on the revision of the education system and on the relevant changes in Turkey which was placed just before Mexico at the bottom of the list. The most heatedly discussed outcome of this research was the reading list prepared by the MEB.

Differentiation, another reason for teachers to participate in TD programs, aims to ensure that learning expected from the students is closely related to relevant learning

skills taking their previous experiences, knowledge, interests, and values into consideration.

The opportunities for teacher development include according to Craft (2000, p. 10) the following:

- action research
- self-directed study as well as teacher research linked to awards such as the Education Doctorate
- using distance-learning materials
- receiving and/or giving on-the-job coaching, mentoring or tutoring
- school-based and off-site courses of various lengths
- job shadowing and rotation
- peer networks
- membership of a working party or task group
- school cluster projects involving collaboration, development and sharing of experience/skills
- teacher placement including those in business but also those in other schools
- personal reflection
- experiential 'assignments'
- collaborative learning
- information technology-mediated learning (e.g. through e-mail discussion groups, or self-study using multi-media resources).

2.3.1 Models of Teacher Development

In the past TD programs were dominated by in-service teacher training courses usually conducted in colleges, teachers' centers, and professional development centers (Craft, 2000). However, there are important differences between teacher training and development (Freeman, 1982, 1989, 2001, Woodward, 1991). Freeman (1989, p. 39) states that

training is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time. The aspect of teaching that are

seen as “trainable” are discrete chunks, usually based on knowledge or skills, which can be isolated, practiced, and ultimately mastered.

Freeman (1989) notes that “teacher training is based on the assumption that through the mastery of discrete aspects of skills and knowledge, teachers are expected to improve their effectiveness in the classroom”. He (Freeman, 2001) mentions that teacher training focuses on some externally transmitted content through different processes and assessed generally based on behavioral evidence. Teacher Development, on the other hand, is “a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching. These aspects are idiosyncratic and individual. The purpose of development is to generate change through increasing or shifting awareness” (Freeman 1989, p. 40). The content of TD programs are based on the experience of teachers and engage their participants “in some kind of sense-making or construction of understandings out of what they already know and can do” (Freeman, 2001, p. 76). There are actions such as presenting material, giving homework that might be learned through training. However, learning to be aware of one’s impatience and its effect on student participation or to learn about one’s self-confidence depends on developing an internal monitoring system (Freeman, 2001). Widdowson (1990, p. 62) makes a distinction between teacher education and training stating that

training is a process of preparation towards the achievement of a range of outcomes which are specified in advance. This involves acquisition goal-oriented behavior which is more or less formulaic in character and whose capacity for accommodation to novelty is very limited... Training, in this view, is directed at providing solutions to a set of predictable problems and sets a premium on reflecting expertise. It is dependent on the stability of existing states of affairs and it assumes that future situations will be predictable replicas of those in the past.

Education, on the other hand, “provides for situations which can not be accommodated into preconceived patterns of response but which require a reformulation of ideas and the modification of established formulae” (p. 62). Hence, it concentrates not only on the “application of ready-made problem solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice” (p. 62). Widdowson (1990) acknowledges that training might provide inspiration for practice, but it is necessary for many to “maintain the momentum of the course into a continuing program of monitored

activities in the classroom” (p. 65).

Teacher training and teacher development focus on different functions and strategies in teacher education (Wallace 1991). He states that “training or education is something that can be presented or managed by others, whereas development is something that can be done only by and for oneself “(p. 3). Woodward (1991) differentiates between teacher training and teacher development as well and provides the following table.

Table 2.1 Teacher Training and Teacher Development Associations

<i>TEACHER TRAINING</i>	<i>TEACHER DEVELOPMENT</i>
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique acknowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Excerpted from (Woodward, 1991, p. 147)

There was a shift in the attitude to professional development. Until the mid-nineties attending teacher development programs was a voluntary commitment or just for those with career ambitions, but now governments now require from schools to have a policy on professional development offering ways and opportunities for their staff to participate. (Craft, 2000). There were changes in the professional development as well. Despite their positive features such as providing, stimulating contact with people from a range of backgrounds, allowing exchange of ideas between institutions, and rising new perspectives, traditional course-led professional development was criticized on the following grounds (Craft, 2000, p. 12):

- being dominated by off-site courses, geared to individuals rather than to groups of staff;
- not being linked to the needs of departments or schools;
- being undertaken on a voluntary basis and, therefore, not necessarily undertaken by those with the greatest need;
- being random in terms of participation and content in relation to the needs of individual schools;
- having limited impact on practice with little or no dissemination or follow-up;
- that courses are often undertaken during the school day and are, therefore, disruptive on teaching that then has to be covered;
- being open to a possible conflict between practicing teachers as participants and theorists as deliverers;
- attempting to cater for people at different starting points and, therefore, not being able to satisfy all participants equally well.

In order to make teacher development more effective, recent developments mentioned by Craft (2000, p. 13) include:

- greater emphasis on basing professional development on careful needs analysis linked to evidence of existing practice and thus targeted training (linked, increasingly, to evidence of changes in and achievement following professional development);
- moves towards a broader view of what in-service education and professional development are
- a concern to ensure that school and individual needs are addressed through professional development activities;
- the use of school development planning and professional interviews/appraisal to inform the planning of professional development;
- moves towards building evaluation into professional development and of asking questions, through this, about the effects of professional development on practice;
- an increasing interest in seeing initial teacher training, induction and professional development as a continuum for professional competences and

personal professional development portfolios providing a structure for planning development work.

Nowadays there is a wider view that enables professional development and a greater emphasis regarding the events before, such as identification of needs, and after the professional development event such as evaluation and follow-up.

The model and framework of professional development will differ if it is considered from different perspectives such as purpose, location length, methods, and levels of impact (Craft, 2000). Bolam (1986, 1993 in Craft, 2000) uses “continuing education” and states the following purposes based on continuum of needs. He (Bolam, 1993) defines the stages of development as practitioner development (school based involving the individual such as job shadowing), professional education (award bearing courses with a focus on theory and practice) and professional training (attendance to courses, workshops, emphasizing awards and accreditation) and professional support.

The location of professional development will also determine the model employed. The dominant model of professional development is the off- site professional development where teachers come from different schools for varying lengths. Another one is school based professional development having two underlying aims: achieving a better match between a professional development program and the needs of a particular group of teachers and having some direct impact on practice. The third, based on the practices of the Open University, is the type of teacher development model that is school focused including some or all the staff in a school.

Fullan (1982 in Craft 2000, p. 25) states that change is a process not an event. He portrays change as a complex event, taking place over a period of time and involving the interaction of many factors and individuals. As examples underpinning the design of Teacher Development programs, we can give Master of Arts., Master of .Business Administration, Master of .Education , part time or full time attended sessions such as teacher replacement, summer courses or incidental opportunities like attending conferences.

Other factors that will determine the TD model opted for will be the methods employed and level of impact intended. Thus, the question will focus on whether the impact will be on the whole department, on individual teacher’s practice, role, career, professional knowledge, and educational growth or on children’s learning and achievement within the classes or on the organization and management of the team and school.

Joyce and Showers (1988, in Craft 2000, p. 27) provide the following model underlying different TD activities with different intended outcomes:

- Presentation/theory impacts on awareness.
- Demonstration impacts on awareness and knowledge.
- Practice in simulated settings impacts on awareness and knowledge.
- Feedback on performance impacts on awareness and knowledge, skills and application.
- Assistance in the classroom impacts on awareness and knowledge, skills and application.

Other methods include action research, working group discussions, visits to other schools, visits to museums/galleries, teacher placements, the creative use of ICT, mentoring, peer networks, and job shadowing, rotation, or exchange.

Besides the models of teacher development created based on the above mentioned issues, there are other models of teacher development as well.

Wallace (1991) proposed three models of teacher learning. These are the applied science, craft, and reflective models. Each of these models has different underlying assumptions. Whereas, the applied science model assumes that teachers learn teaching if they are taught research based theories of teaching and their application, the craft model assumes them to learn teaching just as an apprentice carpenter learns to master the profession, and the reflective model assumes teachers to facilitate teaching through reflecting on their experience and develop their professional abilities further. However, if the teachers are lacking necessary background information and interest in the related subject areas, reflection might be difficult to be accomplished (Wallace, 1991).

Ur (1997), proposes another model of teacher development based on the experiential learning cycle model provided by Kolb (1984). She (Ur, 1997) claims that learners at any stage of their career learn most effectively as shown in figure 2.3. The inner circle is the teachers' reflection on their own experience, but as the single resource for learning, it is insufficient. A teacher's experience can be enriched by witnessing other's experiences, by other people's critical observations. Other ways of enriching your knowledge would be reading the relevant literature, attending conferences, lectures. In order for the external knowledge to be internalized, conceptualization, experimentation and personal construction of your own understanding is necessary (Ur, 1997). However, this does not mean that all external input is going to be internalized and adapted. Only the knowledge they deem as necessary will be absorbed and

personalized (Ur, 1997). Hence, teachers filter out what they do not consider personally relevant.

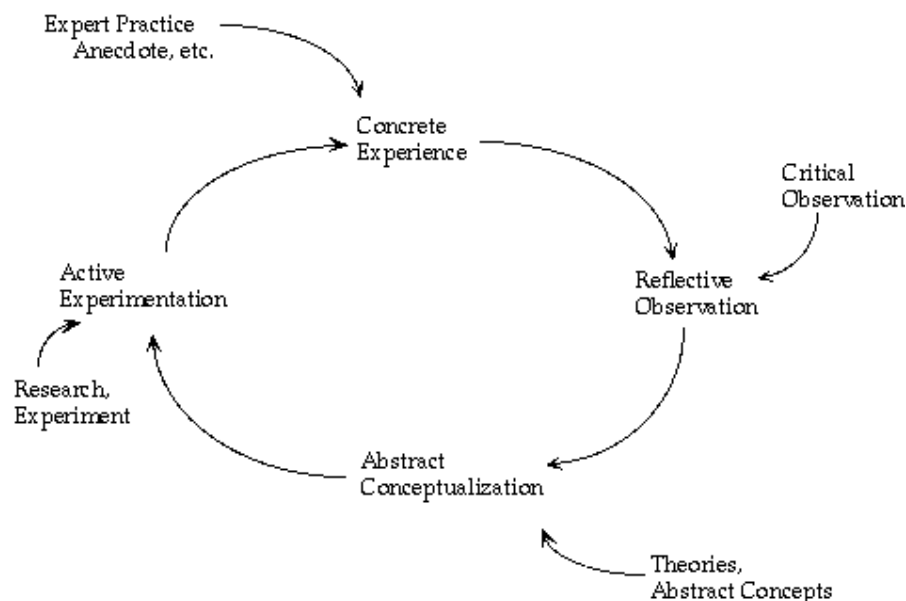


Figure 2.3: Optimal teacher learning according to Ur 1997

Another model of teacher development was proposed by Bell and Gilbert (1994, 1996). This model describes three main types of teacher development; social, personal, and professional development (see figure 2.4). Although the teacher development program was conducted with science teachers, we hold them to be equally consistent with the teachers of other branches as well. Moreover, this theory is also consistent with the holistic theories of learning as well. Holistic theories are defined as those that do not consider parts of the learner system (e.g. behaviour, memory, speech acts, etc.) but the phenomena of learning in the person as a whole; they describe the phenomena as they appear in the person's consciousness" (Zuber Skerritt, 1992, p. 44). Bell and Gilbert (1996, pp. 33-34)

Social development involved working with, and relating to, other teachers and students to reconstruct the socially agreed knowledge about being a teacher of science. Personal development involved attending to feelings about the change process, about being a teacher of science. Professional development involved changing concepts and beliefs about science education and changing classroom activities. These three aspects were interactive and interdependent. The process of teacher development can be seen as one in which social, personal, and

professional development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also.

Professional development can be facilitated with the learning experiences set up during a TD program, but personal development can not be facilitated that easy as it often occurs personally and many times out of the teacher development program (Bell and Gilbert, 1996). However, personal development is an important issue as stated by Bell and Gilbert (1996, p. 35)

personal and social development were intertwined, personal development preceded the professional development, the pace of personal development influenced the pace of professional development, and the personal development was often influenced by factors outside the professional and teaching work of the teacher.

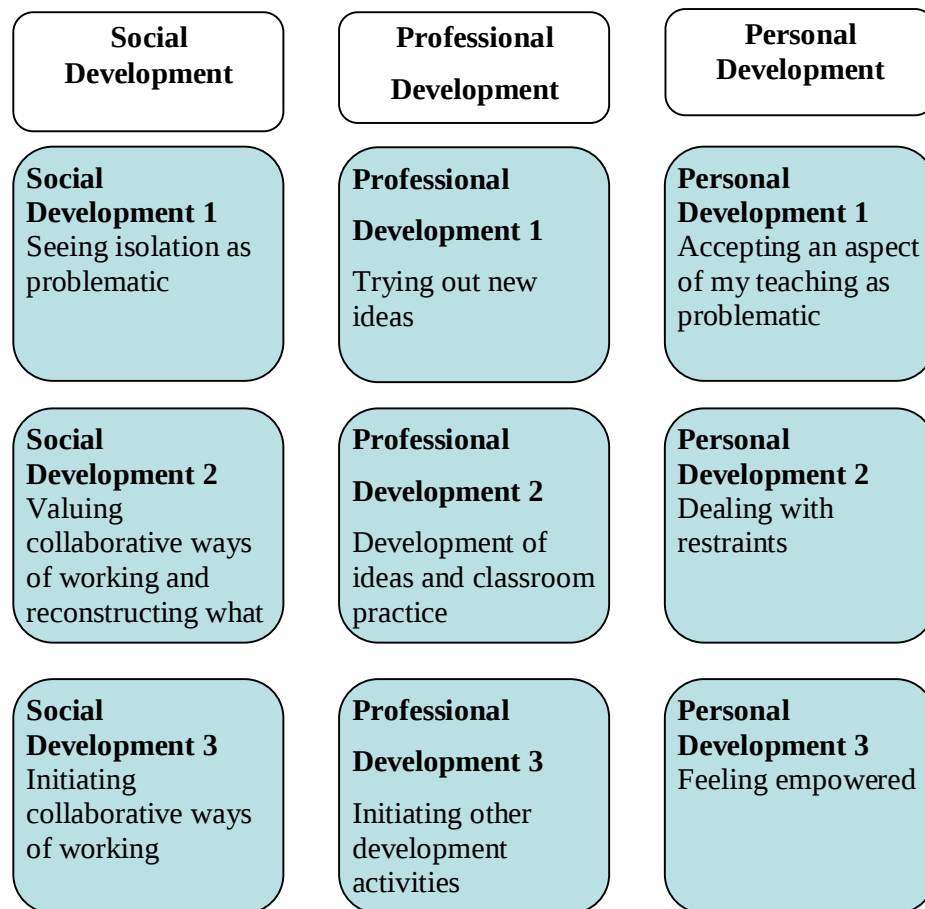


Figure 2.4: Bell and Gilbert's Model of Teacher Development

Bell and Gilbert (1996) propose that teacher development can be conceptualized as social, personal, and professional development. Teacher development is promoted when all three aspects are addressed.

2.4 Teacher Change

The central focus of professional development efforts is the understanding of “change as growth or learning” (Clarke and Hollingsworth, 2002). Pennington (1990, p. 132) stresses the fact that the teaching profession is distinguished from other professions due to “the centrality of career growth as an ongoing goal”. Teacher development is a career long continuum and this actually is life-long learning occurring through the absorption of new information and successful encounters with new situations (Fryer 1998 in Craft 2000).

Hence, within this perspective, change is identified with learning. In addition, it is seen as a natural and expected component of the professional activity of teachers. As change is a central part of the learning process, it is important to understand where teachers’ knowledge comes from.

Shulman (1987) has identified seven knowledge bases that teachers derive from during their classroom practices. These are; content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical-content knowledge, knowledge of the learners, knowledge of educational contexts, and knowledge of philosophical and historical aims of education. If these are to be dwelt on shortly:

- Content knowledge is the understanding of a teacher of the substantive and syntactical structure of the subject. Whereas, the former refers to the basic concepts underlying the subject and the ways in which they are related, the latter; to the ways in which truths are established through the inter-relationships within that structure of concepts.
- General pedagogical knowledge encompasses the broad principles of teaching; for example how classroom management is conducted.
- Curriculum knowledge is the knowledge of the official curriculum, the particular examination prescriptions, the school curriculum, and the materials used for teaching such as textbooks.
- Pedagogical-content knowledge (PCK) is the form of content knowledge enabling the teacher’s effective teaching of the subject matter; for example by providing legitimate explanations, giving examples and illustrations.

- Knowledge of the characteristics of the learners is the knowledge on student's background that might affect their learning such as needs, interests, educational – socioeconomic background.
- Knowledge of educational contexts includes knowledge about the culture that the students belong to, the school, and different acceptable forms of management of the class.
- Knowledge of educational goals and values and of the philosophies and historical precedents on which they draw upon in their teaching.

We might assume that any changes in one of these bases would be apt to trigger changes in another base that teachers draw upon while teaching as any act of teaching is according to Shulman (1987) cyclic. A teacher must comprehend the topic, content knowledge, to be taught than the content knowledge must be transformed so that it can be taught by the use of PCK. The instruction follows before an evaluation of it in regard to students learning. Teachers finally reflect before another cycle of teaching is initiated and make necessary changes (Shulman, 1987).

Grossmann (1990) has provided a comprehensive guide for the knowledge bases for teaching and their interrelationships. She defines “four general areas of teacher knowledge ... as the cornerstones of the emerging work on professional knowledge for teaching: general pedagogical knowledge, subject matter knowledge, pedagogical-content knowledge, and knowledge of context” (p. 5). Changes in one of these will lead to changes in the remaining three. However, most evident changes will be in the pedagogical content knowledge as it has, out of these four, the greatest impact on teachers classroom practices (Newsome, 1999). However, there are other studies that show that “transmission models teaching some skills” from “the knower” to the teachers do not work (Nunan, 1989, p. 100). While describing the result of a workshop, he points out that “less than half of the participants followed up on the ideas presented and less than one third tried out the materials which emerged in the workshop” (1989). Gebhard, Gaitan and Oprandy (1990, p.14 in Bailey 1992, p. 255) cite research conducted by Hoetker and Ahlbrand (1972), Long (1983), and Shapiro Skrobe (1982) state that “teachers with training , do not change the way they teach, but follow the way the same pattern of teaching”. This also indicates that “transmission models” that regard change as a one way process and do not consider the social and personal realities such as beliefs, values, the body of ideas which they hold about education, teaching context and life in general would not bring about the desired change as indicated by Sikes (1992).

Considering the underlying principles for change to take place, Brindley and Hood (1990, pp. 240-245, in Bailey 1992, pp. 255-256) report the following “guiding principles” based on their observations after reporting curricular innovation in Australia:

1. For a change to get under way, there has to be an educational need on a political agenda.
2. Rational argument alone will not bring about change.
3. Individuals need to experience the change personally.
4. The inventions of proponents of curriculum change will frequently be misunderstood.
5. The social and political climate in which the change takes place will significantly affect the extent of implementation.
6. Curriculum implementation requires adequate support and coordination.
7. Successful change requires a positive professional atmosphere.
8. Change has to be supported by ongoing professional development.
9. Innovations need local advocates.

They (Brindley and Hood) conclude that “bringing about any kind of educational change is an extremely long, complex and difficult business” (1990, p. 247).

Freeman (1989, p. 34) considers awareness, attitude, transformation/accumulation of knowledge, and skills as the prerequisites for teacher change. Out of these four elements “awareness as a constituent integrates and unifies the previous constituents – knowledge, skills, and attitude. It therefore can account why teachers change.” Considering change in teacher development, both from the teachers’ and providers’ point of view, following are worth mentioning;

- Change does not necessarily mean doing something differently; it can mean a change in awareness. Change can be an affirmation of current practice...
- Change is not necessarily immediate or complete. Indeed some changes occur over time, with the collaborator serving only to initiate the process.
- Some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not.
- Some types of change can come to closure and others are open-ended.

(p.38)

Similarly Fullan (1982, 1993, 1999 in Craft 2000) affirms that change is a process not an event, every person is a change agent, and that theories of education and theories of change need each other.

Clarke and Peter (1993 in Daloğlu 2004, p. 679) developed a model that considers a teacher's change environment in four domains that constitute the teacher's world: personal domain (teacher's knowledge, beliefs, and attitudes), external domain (sources of support and information provided to the teacher), domain of practice (professional experimentation), and domain of consequence (observable outcomes such as student learning). Change occurs in this model through "reflection" and "enactment" where change in one domain leads to change in another. A teachers' professional development is viewed as a complex and inevitable process of learning that results from the mediating interaction among the four domains via reflection and enactment.

Clarke and Hollingsworth (2002) propose that the central objective of professional development should be "change as growth or learning" perspective. Within this perspective, change is identified with learning. In addition, it is seen as a natural and expected component of the professional activity of teachers. Hereby, the context of teachers has a considerable impact on their professional growth through four mechanisms: access to opportunities of professional development; restriction or support for particular types, of participation; encouragement or discouragement for experiment with new teaching techniques; and administrative restrictions or support in the long-term application of new ideas. The teaching environment of a teacher might be very conducive if the teachers are supported by the school administration to attend professional development activities and to try out and apply for a long time new teaching ideas (Clarke and Hollingsworth, 2002). Regarding the development process and the relationship of schools we agree with the following assumptions made; Teachers find it hard to develop in static schools, but sometimes school change but teachers do not. Schools will not change without teachers changing their practices; however, individually developing teacher can not change the whole school (Blandford 2000 in Craft 2000).

Clarke and Hollingsworth (2002, p. 948) describe six perspectives on teacher change which are not mutually exclusive but mostly intertwined and related with each other. These are:

- Change as training: Change is something that is done to teachers; that is, teachers are “changed”.
- Change as adaptation: Teachers “change” in response to something; they adapt their practices to changed conditions.
- Change as personal development: Teachers “seek to change” in an attempt to improve their performance and develop additional skills or strategies.
- Change as local reform: Teachers “change something” for reasons of personal growth.
- Change as systemic restructuring: Teachers enact the “change policies” of the system.
- Change as growth or learning: Teachers “change inevitably through professional activity.

Horsley and Stiegelbauer (1991, pp. 17-18) summarize the relationship between change and teacher development programs to be considered by staff developers which we hold to be true for teacher development program designers as well.

- Change is a process not an event. Too often policy makers, administrators even teachers assume that change results from a policy mandate and administrative requirement, adoption of a new curricula, a revised procedure. They assume that a teacher will put aside a tried and true practice and immediately use a new one with great facility. In the most absurd situations, there is the companion assumption that the new program can soon be evaluated for its impact on students. In reality, change takes time and is accomplished in stages.
- Because the individual is a key player in the change process, his or her needs must be the focus of help and support designed to facilitate change.
- Change is a highly personal experience. Unfortunately, people responsible for change often attend closely to the innovation itself and ignore the people experiencing the change... Since change is made by individuals, their personal satisfactions, frustrations, concerns, motivations, and perceptions all contribute to the success or failure of a change initiative.
- The change process is developmental. Individuals in change go through stages in their perceptions and feelings about an innovation, as well as their skill and sophistication in using the innovation.

- Well designed results from a measure of diagnostic/ prescriptive thinking. Too many staff development offerings address the needs of staff developers rather than those of the participants. The most relevant and supportive staff development can be planned only if staff developers diagnose where participants are in the change process and design activities their expressed needs.
- Staff developers need to have a systemic view of change and constantly adapt their behaviors as the change progress processes. They need to stay in touch with the progress of individuals within the context of total organization that is supporting the change. They must be able to assess and reassess the state of the change process and be able to tailor help and support to the latest information. They must also be aware of the “ripple effect” that change in one part of the system has on the system’s other parts.

2.4.1 Conceptual Change

After the discussion of change and its relation to teacher development, we will turn to a particular change process, namely conceptual change. Changes in the behaviors of teachers was extensively studied in the sixties and seventies (Brophy & Good, 1986), from the eighties on the focus was on the teachers thinking processes, mainly on teacher’s planning and decision making processes, due to the shift in cognitive psychology leading to a general change in research focusing on the process rather than product (Clark & Peterson, 1986; Fang, 1996; Richardson, 1996; Borg, 2003). Borg (2003, p. 83), with a reference to foreign language teachers, states that studies on teachers’ beliefs and knowledge “picked up a momentum in the second half of the decade which continues to gather pace today”.

The study of teachers’ belief is important as these will guide teachers in their practices. (Clark, 1992, p. 79) asserts that “beliefs and theories that remain unconscious and implicit will not grow or become elaborated, or evolve in response to critical analysis. In order to develop them, we must get them out on the table where we can see them.”

The term “belief” has been named as “personal theories, personal constructs, implicit theories, perspectives, assumptions and images” (Cabaroğlu, 1999; Roberts, 1998). Teachers’ beliefs are also labeled by Clark & Peterson (1986) as “preconceptions and implicit theories”, by Calderhead & Shorrock’s (1997) as “propositions”. Pajares

(1992) provides even a long list of terms indicating teachers' beliefs. Thus "conceptual change" is an umbrella term which refers to changes in teachers' psychologically held thinking and understandings about learners and learning, teaching, subject matter, professional development and themselves. Studies on the conceptions of teachers are rare, as "the bulk of research on language teacher cognition started to appear in 1990" (Borg, 2003, p. 82). Yiu and Fisher (2006) summarize eight published empirical studies with reference to the change of foreign language teachers' conceptions in teacher education programs in the following table (see Table 2.2).

Table 2.2 Studies Conducted on the Change in EFL Teachers' Conceptions.

Researcher	Year	Participants	Research focus	Research methods	Nature
Freeman	1993	Four in-service high school French and Spanish teachers in an in-service MA program	Teaching	Interviews Observations Document analyses	Qualitative
Almarza	1996	Four foreign language teachers on a PGCE course	Teaching	Interviews Journals Observation Recall	Qualitative
Richards et al.	1996	Five trainee teachers on a TEFL (Teaching English as a Foreign Language) training Course	Teaching	Audio-taped discussion Written self-report	Qualitative
Brown & McGannon	1998	Thirty-five trainee teachers of LOTE (Languages Other Than English) and TESL (Teaching English as a	Learning	Survey Open-ended questionnaire	Quantitative Qualitative

Second Language)					
Sendan & Roberts	1998	One ESL student teacher on a four-year training programme	Teaching	Repertory grid	Qualitative
Cabaroglu & Roberts	2000	Twenty students on a PGCE course (Modern Languages)	Teaching, Learning, Subject (Curriculum)	Interviews	Qualitative
MacDonald	2001	Fifty-five undergraduate and postgraduate students on TESOL programmes (Teacher of English to Speakers of Other Languages)	Learner & learning	Survey	Quantitative
Peacock	2001	One hundred and forty-six trainee ESL teachers on a three-year BA programme	Learner & learning	Survey Observation	Quantitative Qualitative

In order to enable conceptual change a four stage model incorporating the notion of cognitive conflict was proposed by Posner, Strike, Hewson, & Gertzog (1982). Their model was based on Piaget's notions of disequilibrium and accommodation as well as Thomas Kuhn's description of scientific revolution. Scientific revolution leading to a “paradigm shift”, a universal adoption of a new framework for thinking, happens only if a dominant scientific paradigm fails to provide solutions or explanations to deal with significant problems identified by the scientific community and an alternative paradigm

with the potential to solve these problems is available. Posner, Strike, Hewson, & Gertzog (1982) claim that concepts are changed only if a science student:

- becomes dissatisfied with an existing concept. This occurs when it is used to make a prediction which is either incompatible with other existing evidence or which proves unsatisfactory when tested;
- understand another concept, which is ready to be used;
- finds the new concept plausible, able to propose more predictions and to explain events when they are tested;
- finds the new concept fruitful as it can explain analogous and similar events.

The model proposed has been criticized as “cold conceptual change” (Pintrich, Marx, & Boyle, 1993) on the grounds that it was too rational and ignored social and affective aspects of learning. Strike and Posner (1992) recognized these deficiencies in their original conceptual change theory as well and suggested that affective and social issues affect conceptual change.

Nussbaum and Novick (1982) proposed the following “conceptual change teaching strategy for conceptual” change to happen:

- Reveal student preconceptions
- Discuss and evaluate preconceptions
- Create conceptual conflict with those preconceptions
- Encourage and guide conceptual restructuring

In conceptual change, an existing conception is fundamentally changed or even replaced, and becomes the conceptual framework that students use to solve problems, explain phenomena, and function in their world. Affective, social, and contextual factors also contribute to conceptual change. These factors must be considered in teaching or designing learning environments that foster conceptual change (Duit, 1999). The affective, social, and contextual are added due to the influence of social constructivist and cognitive apprenticeship perspectives on conceptual change theory. These views on learning encourage discussion among students and instructor as a means of promoting conceptual change. Thus, conceptual change is no longer viewed as being influenced solely by cognitive factors.

Considering the question, how to teach constructively, White (1991 in Bell and Gilbert 1996) provides some general conclusions as a result of the overview conducted in the field of inquiry. “ Although focused on science teaching, the following summary

is a useful one in drawing out the implications of a constructivist approach for conceptual development in any discipline domain” (Pope and Denicolo, 2001, pp. 4-43)

- people construct their own interpretations of communications and experiences;
- personal interpretation is determined largely by existing beliefs, which are prior constructions;
- interpretation is often influenced, although not necessarily determined, by the interpretations expressed by others - parents, teachers, peers, texts, and other media;
- students at all levels enter the classroom already holding beliefs relevant to the topic to be studied;
- the extent of beliefs and the intensity with which they are held varies from topic to topic;
- in any given class, there will be a range of beliefs among the students;
- students' beliefs about scientific principles and natural phenomena often differ from the scientists' established beliefs;
- where students' views differ from those of the scientists, they are less economical in interpreting or predicting outcomes of an extended range of events;
- a person can hold beliefs that contradict each other, applying one belief in one context, another belief in another context;
- people often interpret events in a manner that supports a belief, and so avoid confronting discomfiting instances. That is, they see what they believe;
- people might alter their memory of an event that contradicts a belief so that their recollection is consistent with what they believe;
- beliefs resist change but students can exchange an alternative conception for the scientists' conception;
- changes of belief, or resolution of contradictions, are usually slow and require repeated experiences that favor the final accepted interpretations; and
- teaching that encourages resolution of (the contradiction between) alternative conceptions with the scientists' view will include elucidations of

the students' beliefs, discussion of the beliefs and their implication, and the design and execution of events that test the accuracy of the beliefs.

Bell and Gilbert (1996, p. 4)

2. 5 Features of Young Learners

It is important for fourth and fifth class English teachers to be aware of the features of young learners as these will lead teachers' reactions in the process of teaching a foreign language. Brumfit (1991) mentions that children are; at the beginning their schooling, different in many ways from the adult and secondary learners as they are closer to their home culture, usually keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling. Moreover, young learner's learning can be closely linked with their development of ideas and concepts and their need for physical movement and activity is as much as their need for stimulation. Considering the skills that children already have, Halliwell (1992, p. 3) mentions the following:

are already very good at interpreting meaning without necessarily understanding the individual words;

- already have great skills in using limited language creatively;
- frequently learn indirectly rather than directly;
- take great pleasure in finding and creating fun in what they do;
- have a ready imagination
- ;take great delight in talking.

Holden (1980, p. 5), after mentioning that many teachers of older students will be "made miserable by the demands" of teaching young learners summarizes the reasons why.

The need for a constant supply of materials, physical energy, flexibility, firmness, a sense of humor, competence in the children's mother tongue and the ability to deal with parents can come as a shock when the teacher is confronted with children's class for the first time.

The reasons for this high demand are provided by Holden (1980, pp. 6-8) as follows:

1. Teaching young children is a salutary experience; one cannot get away with being unprepared or tired or absent minded. If children are interested in something, or if they are bored, they will tell you.

2. The pleasures and disappointments of teaching at this level are correspondingly great. Since children tend to appreciate what is real and concrete, this concept of foreign language being as real as their own is an important one to establish early.
3. Inevitably, when teaching young children, one is part of a three-cornered relationship consisting of child, parents and teacher, and each part of that triangle needs to collaborate with others.
4. Personal relationships are important to children, and the teacher must be ready to listen to stories about their families and accounts of daily happenings. This does not mean giving up the idea of using as much of the target language as possible in the lessons, but a recognition of the fact that children cannot concentrate on one thing for a long period, and that the best results are obtained by being absolutely clear to when they really should be using it and when, between activities, a certain relaxation can be permitted, often leading to increased concentration for % 100 target language spells.
5. It is essential to divide one's lesson into a series of activities each lasting, perhaps no longer than 5 or 10 minutes. Children's span of concentration tends to be short. They quickly get bored and it is useless to try to continue an activity once this point has been reached.
6. Young children's moods and personalities seem to change much more quickly than those of older children. A sociable child will become aloof for a few months, and well behaved one will suddenly start acting as a catalyst for others, inspiring argument and bad temper. A teacher should be able to match the length and frequency of the lesson to the interest and mood of the children.

The study on how children learn follows the same path as the theories of learning. Initially there were behaviorist descriptions of the learning process considering only those outcomes which are overt, observable and assessable. Everything that can not be observed and measured, such as descriptions of the development of individuals' cognitive, metacognitive strategies and other internal processes, are considered as unreliable (Burns, 1980, p. 4; Gergen, 1997; Skinner, 1953). Based on the notions of "stimulus, response, reinforcement", learning is considered to have taken place only if there is an observable change in behavior. Learners are encouraged by rewards for

positive outcomes and inhibited by punishments. Didactic instruction is the dominant educational paradigm. Learning is viewed as an information transmission process and teaching consists of the transfer of knowledge from teacher to pupil (Soloway, 1997). Consequently, learning is considered to be being told what is known about the objects in this external world and the relationships between them, and teaching is the transmission of this knowledge to passive learners (Fosnot, 1996, p. 205).

On the contrary, constructivists assume that knowledge is constructed by the learners and learning is the organization of the individual's internal cognitions and experiences not the discovery of an external, objective reality. Piaget (1972) believed that knowledge is both 'real' and constructed, that is, that aspects of our common biological development condition our interactions with invariant environmental structures so that our conceptual knowledge and cognitive representations of the world develop progressively through the process of equilibration. Piaget considers learners as active rather than passive. He divides the cognitive development of children into four stages: sensori-motor, preoperational, concrete operations, formal operations. Children are in the sensori-motor stage until 24 months, preoperational stage until from two to seven years, from seven to eleven years in the concrete operational stage, and from eleven up in abstract operation stage (Evans, 1973). The formation of these stages is based on hereditary and environmental factors. At each of these stages children master different cognitive tasks. In the sensori-motor stage concrete objects, in the preoperational stage symbols, in the concrete operational stage classes, relations, numbers, and how to reason, and in the formal operations stage mastery of thought (Evans, 1973). Cognitive growth is attributed intellectual development to environmental and hereditary factors. According to this view learning lags behind development. Learning occurs when children are ready, until they have reached a certain maturation providing them with some prerequisites necessary. Knowledge and thought are internalized actions involving active participation of the learner. Children continually interact with the world around and knowledge is constructed and reconstructed and not just transmitted verbally. Activities such as play, imitation, and problem-solving trigger the transition from physical to mental activity. Thought derives from action, action is internalized, or carried out mentally in the imagination, and in this way thinking develops (Cameron, 2001). Three important processes underlie intellectual growth; assimilation, accommodation, and equilibration. Assimilation includes the incorporation of new events into pre-existing cognitive structures. Accommodation means existing

structures change to accommodate to new information. This dual process, assimilation and accommodation, enables the child to form a schema. Equilibration involves the person striking a balance between himself and environment, between assimilation and accommodation. If a child experiences a new event, disequilibrium sets in until he is able to assimilate and accommodate the new information and thus attain equilibrium. In other words learning occurs through cognitive conflict.

Vygotsky (in Holden, 1999) agrees in general terms with Piaget but he maintains that it would be incorrect to assume children to operate only at a certain stage.

This difference between twelve and eight, or between nine and eight, is what we call the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

According to him “the only good learning is that which is in advance of development.” It is in the zone of proximal development (ZPD) where teachers’ focus is supposed to be. ZPD postulates that learning starts by interacting with a capable peer or an adult shifts away after some time from reliance on others to independent action and thinking. Thus, for Vygotsky teaching comprises the activities associated with enabling the learner to participate effectively in the activities of the more expert, and learning is seen as enculturation, via guided and modelled participation, into the knowledge, practices, values and style of discourse of others.

Hodson (1999) claims that scaffolding, first used by Wood, Bruner, and Ross (1976), is most effective in ZPD. Scaffolding plays an important role, enabling teachers to present ideas “in advance of development” and create opportunities for children to use and take control of these. In other words, scaffolding is the help given to a child by an adult, usually a talk that supports a child in carrying out an activity that can be helpful when applied to language teaching in the notion of teachers help in tasks that children are not capable of doing yet. Cameron (2001) describes the process of scaffolding in classes as follows:

When they focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger task or communicative aim because of limits to their attention capacity. Between them, teacher and pupils manage the whole

task, but the way in which the parts and aspects are divided up varies with age and experience. The teacher does most of the managing of joint engagement on a task (p.9). Influenced by the writings of Piaget, Vygotsky on how and what children learn and Dewey, the National Association for the Education of Young Children (NAEYC, 1996) proposes that children learn better if their physical needs are met and if they psychologically feel safe and secure.

These feelings can be assured to some instance through the design of the class and through routines such as:

- Furniture should be of appropriate size and interest.
- After one hour of group instruction, they may be given some time for free choice for using their imaginative skills.
- Children should be treated as individuals and their specific needs should be met.
- It should not be underestimated that children construct their own knowledge. Thus, they should be allowed to make mistakes as they make discoveries through trial and error. Moreover, they ought to be provided some activities and places to make their own discoveries. Besides, children also learn through social interaction with adults and others. In order to provide children time for interaction with others, time may be given for interacting with other students and teacher.
- In this learning process, games play an important role, and nearly half of the day may be spent for such activities that are considered as play. In addition, all language activities presented in the second half of the day are geared toward being as playful as possible-visual, hands-on and participatory. The activities that look like as a play are most interesting to children. These activities lead to learners' goals based on communicating, not merely on the grammatical and linguistic process. The development and implementation of the curriculum that focuses on communication-verbal and non verbal- rather than on correct vocabulary and syntax should be encouraged.

Hence, according to Brederkamp & Rosegrant (1992), the curriculum in line with the above mentioned criteria should have the following features:

- Aim to achieve long term goals in the social, emotional, cognitive, and physical domains of children development and enable them to function as contributing members of a democratic society.
- Address a broad range of content that is relevant, engaging, and meaningful for children.
- Have realistic and attainable goals for children according to their age.
- Reflect the needs and interests of children; incorporate a wide variety of learning experiences, materials, equipment, learning styles, needs and interests.
- Respect individual and cultural diversity.
- Build upon what children already know and are able to do (activating prior knowledge) to consolidate learning and foster the acquisition of new skills and concepts.
- Incorporate the content of other subject matter as well.
- Content should be worth knowing and facilitating children's knowledge in other areas.
- Children are to be provided with meaningful choices, be active in the learning process.
- Value children's constructive errors, and not limit experimentation and exploration for the sake of time demands.
- Emphasize and contribute children's thinking, reasoning and decision making processes.
- Provide opportunities for social interaction for learning to occur.
- Be supportive of children's physiological needs such as activity, sensory stimulation, fresh air, rest, hygiene, and nourishment.
- Cater for the psychological well being of children. Children should feel happy, relaxed and comfortable rather than disengaged, frightened, worried and stressed.
- Strengthen children's sense of competence and enjoyment of learning by providing opportunities for children to feel successful.
- Be flexible in order to adapt to individual and group needs and differences.

Besides the factors mentioned above teachers, especially teaching multicultural classes, have to pay attention to the following: These reflect the culture and culturally appropriate behavior.

1. The child's manner of participating in activities- whether he or she watches from the sidelines or gets enthusiastically involved.
2. The attention she or he gives to activities- attending to one task at a time or doing several things at once.
3. The ways in which she or he – processes information- asking many questions as the teacher is talking or taking information in, thinking about, and coming back later with questions
4. The manner in which the child presents his or her thoughts to others- teaching another child how to complete a task by telling her or him about it or by demonstrating the activity.
5. The ways, in which she or he asks questions- carefully fearing that there might be a risk to admitting ignorance, or with abandon, believing that the way to discover something is to ask.
6. The kind of questions the child ask- intimate ones like 'Why are so skinny?' or careful and circumscribed ones, like 'Do you think that flower is pretty?'
7. (Kendall quoted in Marsh, 1998, p. 38)

All these indicate that teachers of young learners need education for that purpose. Teachers from other branches and teachers accustomed to teach older age groups may not be as efficient as the teachers who are educated for this aim.

2.6 Action Research

Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It is typically designed and conducted by practitioners who analyze the data to improve their own practice. This type of research design is basically to solve immediate problems in classrooms. Historically, Kemmis and McTaggart (1982) presented a set of procedures for conducting such type of research. The basic feature of this type is evident in the combination of the terms “action” and “research”, conducted in order to try out improving and increasing knowledge about teaching, learning and curriculum. It is a way of linking theory and practice.

Action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches are to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans. Elliot (1978; in Dash, 1999) identifies eight characteristics of early action research:

1. Action research in schools investigates human actions and social situations which are experienced by teachers as
 - (a) unacceptable in some respects (problematic);
 - (b) susceptible to change (contingent);
 - (c) requiring a practical response (prescriptive).
2. The aim of action research is to deepen the teacher's understanding (diagnosis) of his problem. It therefore adopts an exploratory stance towards any initial definitions of his situation he may hold.
3. Action research adopts a theoretical stance in which action intended to change the situation is temporarily suspended until a deeper understanding of the practical problem has been achieved.
4. In explaining "what is going on," action research tells a "story" about the event by relating it to a context of mutually inter-dependent contingencies, i.e., events which "hang together." Because, they depend on each other for their occurrence.
5. Action research interprets "what is going on" from the point of view of those acting and interacting in the problem situation, e.g., teachers and pupils, teachers and head teacher.
6. Since action research looks at a situation from the participants' point of view, it will describe and explain "what is going on" in the same language as they used: namely, the common-sense language people use to describe and explain human actions and social situations in everyday life.
7. Since action research looks at a problem from the point of view of those involved, it can be validated only in unconstrained dialogue with them.
8. Since action research involves unconstrained dialogue between "researcher" (whether he be an outsider or teacher/researcher) and participants, there must be free information flow between them.

Literally, action research is a kind of insider investigation by practitioners in their own areas a focus for their study. Reason and Bradbury (2006; p xxii) explain action research as:

- responding to practical and often pressing issues in the lives of people in organizations and communities,
- engaging with people in collaborative relationships, opening new communicative spaces in which dialogue and development can flourish,
- drawing on many ways of knowing, both in the evidence that is generated and diverse forms of presentation as we speak to wider audiences,
- being strongly value oriented, seeking to address issues of significance concerning the flourishing of human persons, their communities, and wider ecology in which we participate,
- being a living, emergent process which cannot be pre-determined but changes and develops as those engaged deepen their understanding of the issues to be addressed and develop their capacity as co-inquiries both individually and collectively.

Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry. In the literature, various types of action research have been conducted. For example, Yumru (2000) regards the participants in her action research study as the “teacher as researcher” (Belleli, 1993; Myers, 1993), and “the personal scientist” (Sendan, 1995; Belleli, 1993).

2.6.1 Models of Action Research

Action research was imported into education almost at the same time that it was initiated by Lewin in the 1940s (Cohen & Manion, 1985; Gebhard, 1999). Corey (1949) was among the first to use it in the field of education. He argues that formal research following a scientific method has little effect on educational practice. However, it is possible to have change educational practice through action research. (Lin 2006). The relevant literature reveals that there are three main types: technical (scientific), practical (deliberative) and emancipatory (critical).

1. Technical (or scientific)

Much of action research is of technical form oriented towards functional improvement and measured in terms of its success in changing particular practices and their outcomes (Kemmis, 2001). In this type of action research, it is aimed to test a

theoretical framework. The researcher, an outside expert, questions the results of an intervention based on a pre-specified theoretical framework (Holter & Schwartz-Barcott, 1993). Carr and Kemmis (1986) regard this type of action research as “amateur research conducted under the eye of university researchers.” It enables teachers a narrow space for personal improvement as it requires an expert.

2. Practical (or deliberative)

Another type of action research involves the cooperation of researcher and practitioner for identifying potential problems, underlying reasons and possible solutions or interventions. The researcher encourages the practitioner to participate and reflect (Holter & Schwartz-Barcott, 1993; Kemmis & McTaggart, 1988). Lewin's (1952) "self reflective spiral of cycles": observe-reflect-plan-act-evaluate, falls into this category of action research aiming to improve the quality of action, and practice through the application of practical judgement.

3. Emancipatory (or Critical)

In this type all participants are equal without a hierarchy between the researcher and practitioner. It is aimed by the researcher to decrease the distance between the problems pinpointed by the practitioner and the theory used to explain and resolve them. It is also targeted to facilitate reflective discussion concerning problems and assumptions. This makes the researcher a collaborative member of the group (Holter & Schwartz-Barcott, 1993). The purpose is to create a form of collaborative learning by doing. The researcher has two goals in using this type of action research; to decrease the distance between the problems in a specific setting and the theory to resolve the problem, to enable participants to define problems and make them explicit by raising their shared consciousnesses (Hughes, 2001).

Ferrance (2000) states that individual teacher research focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers might have support from different people such as supervisors or school principals, an instructor for a course they are taking, or parents. One of the drawbacks of individual research is that it may not be shared with others unless the teacher presents her findings. Otherwise, it might be possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.

On the other hand, emancipatory action research may unify this split in the actions of research practitioners. Such type of action research might include as few as two

teachers or a group of several teachers and others interested in addressing a common issue. This issue may involve one classroom or a common problem shared by many classrooms. Teachers may receive support from others such as a university or community partner on a project like lack of parental involvement in activities and is looking for a way to reach more parents, or the school may want to alter its organizational and decision-making structures. School based teams may cooperate to narrow down the question, gather and analyze the data, and decide on a plan of action. An action research task might be examining test scores to identify areas that need improvement, and then determine an action plan to improve students' performance. Team and individual contributions are very important, as problem points might arise while the team develops a process and make commitments to each other. Once these obstacles are overcome, there will be a sense of ownership and accomplishment in the results of such a school wide endeavor.

Among the collaborative types of action research, district-wide research is far more complex and utilizes more resources. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose a common problem considering several schools or one of organizational management.

All the participants, while collecting data, need a commitment from staff for their fair share and agree upon deadlines for assignments. School reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders. Thus, this research aiming to improve the practices of fourth and fifth grades English language teachers adopts a collaborative action research model. Its impact will be on the participants and their learners, and on the researcher.

CHAPTER 3

METHOD

3.0 Introduction

This chapter presents the research conducted, the strata for the selection of the participants, the participants, the pilot study conducted and its results, the tools for data collection and the methods for the analysis of the data obtained using these tools. The present study aims to determine the impact of a teacher development program (TD) on teaching young learners on the participants. However, before the implementation of the pilot program, a ‘problem discerning questionnaire’ was sent to 220 schools within the district of Konya Directorate of the Ministry of Education. This study aims to answer the research questions given below:

3.1 Research Questions

1. What are some of the problems teachers have in teaching English to the fourth and fifth grades? (‘Problem Discerning Questionnaire’ collected before the pilot-program).

2. What are the personal theories of the participants on effective primary English language teaching?

2.1. What is the structure of the participants’ personal theories on effective primary English language teaching?

2.2. What is the content of the participants’ personal theories on effective primary English language teaching?

3. Do changes occur in the participants’ personal theories regarding effective primary practice?

3.1. Do changes occur in the content of the participants’ personal theories regarding effective primary practice?

3.2. Do changes occur in the structure of the participants’ personal theories regarding effective primary practice?

3.2 Research Design

In order to provide an answer to the research questions above first a survey on the problems of participant teachers in teaching fourth and fifth grades was conducted. In line with the results of the survey results and the procedures (see section 3.5) a TD program for teaching fourth and fifth graders English was designed. Finally the changes in the participant teachers, as a result of their participation in the TD program, investigated.

The underlying framework of the present study was built on constructivist views of learning emphasizing social dimensions and reflection as a means of learning (Roberts, 1998). Thus, in the design and implementation of the study an action research methodology was adopted. Hereby, the sessions of the TD program were regarded as “a concerted, long term process, not a series of events” (Roberts, 1998, p.97). Action research was opted for because we believe that the benefits of action research, as expressed by Zuber-Skerritt (1982, p. 15), to be equally true for the teachers at the primary grade as well.

Through systematic, controlled action research, higher education teachers can become more professional, more interested in pedagogical aspects of higher education and more motivated to integrate their research and teaching interests in a holistic way. This, in turn, can lead to greater job satisfaction, better academic programmes, improvement of student learning and practitioner’s insights and contributions to the advancement of knowledge in higher education.

Action research enables the introduction of innovations into the current practices of teachers. It put the teacher both into the role of producer and user of educational theories. It unites the design and delivery of teaching and thus theory and practice. Despite the many forms of action research, all are based on the basic premises of problem identification, action planning, implementation, evaluation, and reflection (Carr & Kemmis, 1986). In the present study, the insights gained from each previous cycle effected the planning of the latter, the action plan for which is modified and the research process repeated (see figure 3.1).

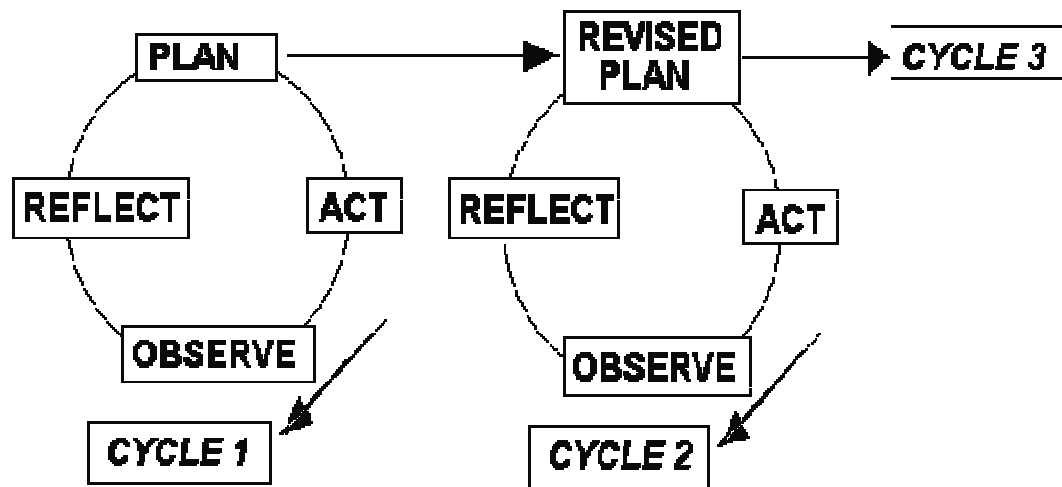


Figure 3.1: Cycles of Action Research

The above model of action research cycle was extended by Kolb (1984) to explain the learning process of people whereby they learn and create knowledge by critically reflecting upon their own actions and experiences, forming abstract concepts, and testing the implications of these concepts in new situations. Zuber-Skerritt, (1982, p.15) defined action research with the acronym CRASP. in which each letter indicates a feature of action research. Thus for her action research is

Critical collaborative enquiry by **R**eflective practitioners who are
Accountable in making the results of their enquiry public, **S**elf-evaluative in
 their practice, and engaged in **P**articipative problem-solving and continuing
 professional development.

Action research, according to this view, is critical in that practitioners want to improve their practice within the constraints of their work situation and are critical change agents of those constraints, and of themselves. It is reflective in that participants analyze and develop concepts and theories about their experiences. They are accountable in that make their learning process and its results public for others. Their practice is self-evaluated in that the developmental process is based upon the reflective and analytical insights of the researcher- practitioners. It is participative as those involved contribute equally to the inquiry, and are collaborative in that the researcher is not an expert doing research from an external perspective, but a partner working with and for those affected by the problem and the way the solution is approached. Grundy and Kemmis (1982 in Masters, 1995) summarized action research, the underlying methodology of the present study, as follows:

Action research is research into practice, by practitioners, for practitioners...In action research, all actors involved in the process are equal participants, and must be involved in every stage of the research...collaborative participation in theoretical, practical and political discourse is thus a hallmark of action research and the action researcher.

3.3 Participants of the Study

The participants of this study are the teachers teaching English to the grades of four and five at primary schools under the surveillance of Konya Directorate of the Ministry of Education. The strata for the selection of the participants were the following:

- Willingness to join the “ Teaching Young Learners English” teacher development program
- Being graduated before the year 2000, as in the year 2000 a course labeled “Teaching Foreign Languages to Children” was incorporated into the curriculum of the foreign language teaching departments on a countrywide basis.
- Teaching the fourth and fifth grades English.

The factors uniting all the participants of the study, graduated from different departments of various universities, were; that they all taught English at the grades of four and five and volunteered to spend their Saturday mornings throughout the fourteen week program. In order for a teacher development program to be effective; it has to be based on self-initiation and self-direction with a perceived need for the program and a sense of ownership for the program (Yumru, 2000). As the group was formed on voluntary basis, only with those teachers who were available throughout the time of the sessions, convenience-sampling strategy was employed in the selection of the 11 participants for the program.

The content of the program is determined with hindsight to the results of the ‘problem discerning questionnaire’ and the views of the participants. As an initial step to the design of the ‘Teaching the 4th and 5th grades English TD Program’ the content of other TEYL courses from various institutions were investigated as well. An overview on the features of the participants is given in table 3.1 below. Detailed information regarding the participants is given in chapter four.

Table 3.1 Overview on the Features of the Main Study Participants

Features of the Main Study Participants				
Teacher	Gender	Age	Teaching for years	Teaching YL for years
1	M	37	13	6
2	F	30	5	1
3	F	29	3	2
4	F	32	7	3
5	F	44	13	1
6	F	38	13	2
7	M	49	25	4
8	F	35	10	1
9	F	31	5	2
10	F	37	17	2
11	M	30	3	1
Total: 11	Gender:	Range: 29-49	Range : 3-25	Range: 1-6
	8 Females	Mean: 35.63	Mean: 10.18	Mean: 2.27
	3 Males	Median: 35	Median: 10	Median: 2

3.4 Pilot Study

The aim of the pilot study was to determine the possible problems that might occur during the design and implementation of a syllabus for a TD program entitled ‘Teaching Children English’ to the teachers of English at the grades of four and five. A further aim of the pilot study was to make the researcher gain experience, as he was involved, for the first time, in a project with colleagues from MEB. Furthermore the pilot program made the researcher gain expertise in the application of the data collection tools with the participants.

Thus, at the second half of the 2003-2004 academic year, a ten week pilot study was conducted.

3.4.1 Implications of the Pilot Study

The purpose of the pilot program, as mentioned above, was to determine the possible problems that might occur during the implementation of the sessions and during the data collection process.

The problems encountered during the pilot study implied the following for the main study:

- If you let the participants fill out the rep-grid forms by themselves at home, the same process will have to be repeated several times, and the participants will end up filling the forms even in the third session after the commence of the program.
- Participants are not apt to deliver their diary entries at weekly basis.
- Try not to be bound to other institutions for space concerns to conduct the sessions. There can be unexpected surprises like the janitor not opening the classes, exams without being previously informed about.
- Do not trust to technological devices such as the laptop or the projection device as there might be power cuts. Always have alternative materials ready to conduct the session.
- The participants wanted to have a book for further home study instead of the handouts prepared by the researcher. Therefore, for the main study, due to practical concerns, the book entitled 'Teaching English to Children written by Ytreberg L. H. & Scott W.A published by Longman in 1990' has been delivered to the main and pilot study participants. This book has been chosen due to the many practical activities it provides.
- The researcher should try to advertise for the program as much as possible and try to have a personal relationship with the participants. Otherwise, participants yield to lack attendance.

The participants were pleased with the content of the program. However, they wanted to have some further activities to be conducted in their classrooms. Besides, they wanted to know the sources of the information presented to them. They liked the collegial, non-threatening atmosphere created during the discussions in each session. However, sometimes the discussion steered out of its purpose. In that case, the researcher had to intervene and either stop the discussion or lead it to the right path. The participants of the pilot study mentioned improvements in the way they approach and

teach children after participating in the pilot study. They wanted to have further meetings after the program as well. They preferred information that they could easily apply in their classes. Many times, they preferred these solid, grounded to earth type of information to theoretical information provided by the researcher.

3.5 Procedures

The main program entitled “Teaching English More Effectively at the Grades of Four and Five”, in order to make it more appealing to the participants, began at the second half of the 2004-2005 academic year. The underlying reason for this delay is that the necessary amount of participants could not be found during the first semester despite several visits to various primary schools and collegial meetings within the district. Finally, as the researcher had improved his acquaintance with the local department director for INSET programs at Konya directorate of the Ministry of Education, the final announcement sent to all schools within the district indicated all English teachers to be sent by the school directors to the meeting. This time the ‘program’ started during the seminar time. It was obligatory for teachers to be at their schools during the seminar time, at the end of the first and at the beginning of the second term; in other words, before and after the summer holiday. After introducing the tentative syllabus designed with the feedback from the ‘problem discerning questionnaire’ and the pilot study and announcing that only the volunteering participants should join the TD program, only twenty five teachers remained after the break. Out of these twenty-five, eleven teachers continued throughout the 14 weeks and gained the right to obtain a certificate for their participation. The participant teachers and the researcher met for fourteen weeks during the fall semester. Each meeting with the teachers took at least three hours. The sessions lasted many times more than three hours as the participants were interested in further discussions or had questions regarding their practices. The meetings were held, in line with the wishes of the teachers, at the Faculty of Education located close to the city center.

The design and implementation of “Teaching Children English TD Program” went through the following stages:

1. Designing a tentative syllabus after the investigation of different MA TEYL programs offered by various institutions with the feedback obtained from the ‘problem discerning questionnaire’ and the pilot study. The final shape for the program was given after the first session of the main study in line with the

expectations of the main study participants. Afterwards, the time and place of the sessions were decided upon.

2. Eliciting the participating teachers' personal theories' regarding the features of effective fourth and fifth grade English teachers.
3. Collecting information about the Teacher Development programs and work experiences the participants had attended so far.
4. Informing the participants about the Teacher Development program and getting feedback about it.
5. Modifying the tentative syllabus according to the wishes of participants by adding/ omitting/ adapting/ replacing information and activities to be used in the English classes.
6. Conducting the sessions of the Teacher Development program (see Appendix 1).
7. Collecting the diaries of the participants and looking for feedback provided.
8. Re-eliciting participants' views regarding the features of effective fourth and fifth grade English language teacher.
9. Collecting the Program Evaluation Questionnaire in order to get feedback on the whole of the program.

3.6 Sessions of the Teacher Development Program

3.6.1 Session One: Establishing Common Grounds with Course-Participants

In order to be able to find participants, I had to make my voice be heard on different occasions. The following are the occasions, but none of them was as effective as the call made by the INSET department director to all schools. On October the sixth in 2004 the first session was held.

1. A handout for the announcements of the program was sent to all 225 primary schools within the district of Konya.
2. The Collegial Meetings of the teachers were held at the beginning of the term (Zümre toplantıları)
3. The meeting that was held at the faculty of Education with the school directors to whom students from different departments were sent for their teaching practicum.

Aims:

The aims of the first week can be categorized as managerial and specific to the overall content of the Teacher Development Program.

The managerial aims were the following:

1. To establish common grounds for the times/place/sessions of the TD program with all participants.
2. To talk about further needs of the teachers concerning the content of the program.
3. To apply the first Rep-Grid form for the data collection.

Procedures:

1. Asking the participants about the day and time of their availability. The researcher was ready to determine the day as well as the time of the meeting according to the participants' wishes.
2. Discussing the content of the program was; the order and the content of the modules underwent slight changes as the participants wanted activities to be conducted in the classes. Moreover, the overall sequence of the sessions were discussed and the final program was made.
3. Explaining the aim, as well as the points to be considered while filling out the Rep-Grid form to the participants several times.

Reflections:

The researcher opted for the presentation of the diary entries and the field notes in the each session of the TD program on the following grounds:

Social Constructivism suggests that teacher learning is best promoted by cycles of related activities that integrate the dimensions of teacher learning. Hence the cycles of action research, reflection of each session and the solution of the problems encountered will all contribute to the learning of the teachers and to their continuing development.

The participants too, had to apply what they have learned to their work situations and to complete an action research cycle themselves (see figure 3.2). The aim of questions they had to answer in their diaries were designed for this aim (see appendix IV).

The reflections provided will provide some feedback for the preparation for further studies with a similar aim and of the same genre. Moreover, further aims for the research process were to triangulate the data and to trigger the change process of the

participants. The reflections of the participants are given after each session of the TD program in order to provide the readers immediate feedback.

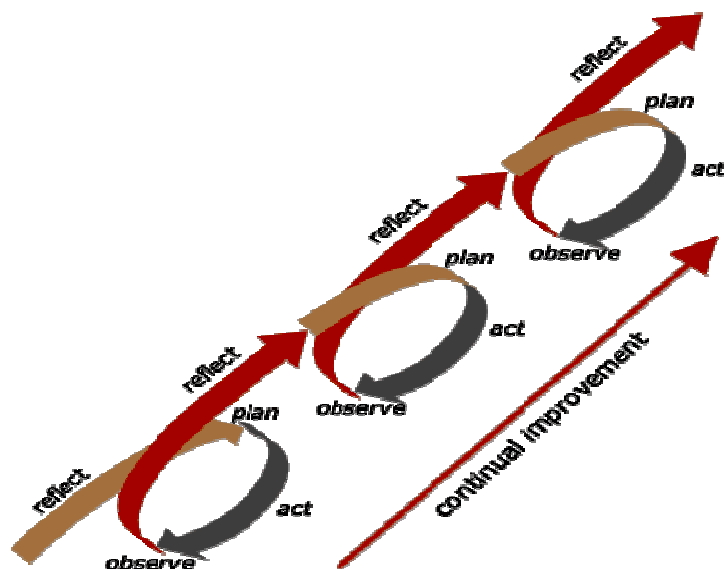


Figure 3.2 Action Research Cycles for Continuing Improvement

The participants were encouraged to write their diary entries in English. However, as the population was not homogeneously consisting only of English teachers and as some of the English teachers foreign language levels had deteriorated, some of them had problems in doing so. These teachers wrote in Turkish and the researcher translated them into English. After the translation of these entries they were read/ retranslated to the participants. If there was any misfit between the translation and their intentions, then their entries were retranslated. Some of the diary entries representing the views of the participant teachers were as follows:

...filling out the repertory grid was very complicated. It has been years since I pondered about the features of previous teachers. (Teacher 5)

...I do not want to talk bad behind my colleagues' back, why does he insist on ineffective teachers? However, the coding helped me to become more at ease with the definition of ineffective teachers. (Teacher 3)

... the program seems to be just addressing to me; however, it seems as if the researcher is concerned more with the form than the course. (Teacher 11)

Despite the fact that the intention of the study was explained several times by the researcher and their written consent, many participants were not at

ease filling out the grids. On informing them that this would be a precondition for them to be considered eligible for their participation in the teacher development program, they filled the grids out. However, despite my explanations several times some problems occurred which were solved easily.

3.6.2 Session Two: The Psychological and Physiological Features of Children in the Fourth and Fifth Classes

Aims:

The aims regarding the component content were the following:

1. To inform the teachers about the cognitive and motor development of the children in the grades of four and five.
2. To determine their implications for teaching, especially language teaching.

Procedures:

1. Asking the participants about their experience they have had with young learners.
2. Making the participants reflect on the problems they had and about the underlying reasons behind these.
3. Presenting the power point presentations concerning the psychological and physiological stages of children in the 4th and 5th to the participants.
4. Discussing the points related to their teaching experience.

Presenting “The Young Learner Tool Kit” provided by the British Council (www.britishcouncil.org.tr) to the participant teachers. Comparing and discussing the classes presented in the video and the actual classes of the participants.

Reflections:

Some of the diary entries, common with the participants are given below:

-The difficulties that I have had in maintaining control over the class was not merely my fault but a feature of the children in these ages. I should not ask them to sit still throughout the whole lesson but incorporate diversity into my lessons. I should not expect anything from my fourth and fifth graders above their psychological levels. (Teacher 5)

-I will try to make my students more actively involved in the lessons rather than passive recipients of the things that I say. (Teacher 7).

-We should use activities that arouse the curiosity of the pupils for the foreign language. Besides our teaching should depend more on concrete entities and on the “here and now principle”, raising the self-esteem of the pupils and making them feel that they can do it by providing some scaffolding. (Teacher 3)

-Watching the movie made me feel bad about my own English classes. I will try more to contextualize the topic that I am teaching. I have to learn urgently about some activities and games to use with my students. (Teacher 8)

However, there were other entries relevant for the successive cycles;

-The instructor used just English and I had difficulties in understanding him. There were times in which I could not get the point. Some other participants felt similar but did not voice this fact. (Teacher 9)

-Sometimes, the presentations were so fast paced that I could not follow. (Teacher 8)

-The movie was completely in English. Why were we exposed to English movies and not to Turkish ones (Teacher 11)

Reading the entries, I recognized that the group was not a homogenous group consisting merely of English teachers graduated from ELT-departments. Some participants were primary school teachers teaching English for some years, and some others were actually graduated from an ELT-department but have not been working for some time. Thus, I have to voice whatever I have to, in Turkish as well.

3.6.3 Session Three: Games and Their Features for teaching English in the Fourth and Fifth Classes

1. Aims:

1. To draw teachers’ attention to the importance of games for learning with these age groups.
2. To familiarize the teachers with different types of games and the procedures for playing games with the fourth and fifth graders.

Procedure:

1. Talking about the usage of games in the classes.
2. Brainstorming about the reasons for the necessity of games.
3. Watching the power point presentation.
4. Discussing the points mentioned in the presentation.
5. Thinking on the ways of incorporating games into the English classes.

3. Reflections:

The entries made by the participant teachers were as follows:

I learnt that games produce profound effects on the pupils' brains. Though they have difficulties in the comprehension of the words, the will to do something actively supersedes this and they participate. I saw that games enable them to focus and concentrate on a task for a long time and improves the will to co-operate with their classmates. Thus, I recognized that the games played helped them socialize and improved their feeling of responsibility and duty. (Teacher 2)

I tried to incorporate some activities into my classes, but I do not know many. They enjoyed the lessons and were more interested in the lesson than usual. (Teacher 7)

After teaching many years at a high school, teaching children was quite problematic for me. I was not able to draw their attention for a long period. As I had learned in the first week, this was due to the reason that they were not able to think abstractly and could not focus for a longer period on the lesson. Learning, the importance of games and how to implement them in our classes made my English classes more colorful. I now believe that games as long as they are related with the topic taught, are very important because they enabled the non-participating children to participate, show their abilities. The only negative side of games incorporating fun and games into classes is that it can lead to chaos but this can be minimized if the rules are stated precisely. (Teacher 3)

Games should not be used for killing time or to make the students have a good time at the end of the term. They should be incorporated into the lesson to teach the pupils. Students get easily motivated for English when they play. The plays introduced worked well. (Teacher 8)

At the beginning of the study, some of the teachers were eager to learn about games and their use but others mumbled that they were here for some more serious purpose. I reminded them the film we watched last week and read them some citations on the use of games. For example; 'Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a

foreign language and not just problems that at times seem overwhelming.'(Uberman Agnieszka 'Forum' Vol. 36 No 1,8 Page 20.)

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.' (Aydan Ersoz The Internet TESL Journal, Vol. VI, No. 6, June 2000.) They seemed to be convinced.

3.6.4 Session Four: Playing Some Games Designed for Teaching English in the Fourth and Fifth Classes

Aims:

1. To develop teachers' repertoire of games to be played with young learners.
2. To make the teachers experience games in the class.
3. To adapt games for teaching the perceptive and productive skills.
4. To play games and develop a feeling for playing with the children.

Procedure:

1. Giving the participants games from different sources.
2. Asking the participants to organize the class and make their colleagues play.
3. Discussing the feelings of the participants during the games.
4. Discussing how to adapt these games to teach larger groups, different skills.
5. Playing the adapted version.
6. Thinking of ways to make the adapted versions more effective.

Reflections:

Some of the reflections were as follows:

I saw that the pupils felt more relaxed whenever I labeled an activity a game. We revised the vocabulary of the last week in a word-bingo activity. It really helped for some of the introvert pupils to participate. We repeated the pronunciations of the difficult words and checked each other's spelling. It seemed to me that they enjoyed this more than the repetition drills of the Audio-Lingual method I used because many of them got easily bored and participate on a level of some certain unawareness. They seemed as if they were just parroting me. However, now after repeating after me they controlled their spelling as well as the pronunciations and waited eagerly to shout "bingo!" (Teacher 5)

Last week we played many games. I used some of them in my class. The games worked fine in the class. I used the game ‘who am I’ to revise the simple present and past tense. (Teacher 4)

On the other hand, there were some comments made by teachers that made me more selective among the participants in the coming sessions:

I liked the revision of the previous weeks as I was missing last week. However, I did not like to play a game in the class because I could not help thinking that other participants giggled about my English. (Teacher 11)

I am too old for such kind of masquerade as to play with my colleagues. We are here to learn and not to play. (Teacher 7)

The children made so much noise that I had to abrupt and revert to the course book. During the next hour, the children begged and promised to be silent. We played “bingo”, this time it worked well. (Teacher 10)

After reading these lines, I ensured them that no one among the participants would giggle or laugh at them. Moreover, I reminded them the many uses of games such as; adding variety to a lesson, increasing motivation by providing a plausible incentive to use the target language, and hindering boredom. Games, for many children between four and twelve years old, especially the youngest, who are learning a language make the reasons for speaking plausible even for reluctant children, enabling the participation of shy students as well.

3.6.5 Session Five: Songs for Teaching English in the Fourth and Fifth Classes

Aims:

1. To inform them about the various reasons for the use of songs.
2. To make them realize the importance of music for learning.
3. To draw their attention to how music can trigger the acquisition of vocabulary.
4. To familiarize the teachers about the techniques of using songs in EFL classes with young learners to teach four skills.

Procedure:

1. Talking about the use of songs by the teachers in their classes.
2. Discussing the reasons for/against the use of songs in the classes.
3. Brainstorming about the effects of music on people as well as children.

4. Watching the power-point presentation.
5. Discussion of the points presented in the power-point.
6. Pondering about the incorporation of the songs in the class.
7. Listening to some songs and chants from the cassettes in line with the topics in the course syllabus.
8. Thinking about ways of using songs in the participants' classes.
9. Singing together.

Reflections:

Making use of songs, in line with the levels of the students, the repetition of unit's topic becomes more enjoyable and the learning of the pupils more effective. On using the cassettes that I got from the INSET course, we had a quite enjoyable lesson. A student of mine said even at the end of the lesson "thank you teacher, you really entertained us today and we really enjoyed the class (Teacher 9)

I learned that the structures can more easily be remembered if presented as songs. Besides the use of songs lowers the affective barriers that the students might have towards learning English. I recognized this with the pupils who came from the villages to our school. They did not appreciate learning English very much but joined singing it together with us. I made use of songs to maintain discipline in the classes of mine as well. I told my pupils that we would sing a song only if they participated and behaved well. As a reward for their nice behavior, we sang songs. Though they had difficulties in the pronunciation of some words, they enjoyed singing. (Teacher 10)

I used Jazz and Chants in the class. My students loved it. We composed another rap song on the parts of the body. The whole class participated for the first time. (Teacher 3)

Some of the students in the classes did not like the songs. They claimed that it was too childish. Instead, they wanted to listen to some soundtracks of original movies and cartoons. Hence, I brought the next week the song of Lucky Luke into the class. They learned many new words. The students, especially the boys loved it. (Teacher 2)

I did not know that there were so many activities that could be done with songs. I will compile my own archive of songs for each topic on the curriculum. (Teacher 1)

One of the participants wrote; “just for the sake of two people we talked entirely in Turkish. These collegial gatherings are among the rare chances we do have to practice English and that does not exist anymore. In the next session I want to give him some turn to talk in the class and thus to practice his speaking skills. Another one wrote:” Our teacher should take some music lessons. I told him “what not is, will not be” but he continued singing.” The previous comment of some teachers made me become more active than usual but it seems that I have to find a midway.

3.6.6 Session Six: Contribution of Drama Presentations and Techniques to Teaching English in the Fourth and Fifth Classes

Aims:

1. To raise teachers’ awareness about the use of drama presentations and techniques within the classes.
2. The contribution of drama to foreign language learning in the grades of four and five.
3. To inform the teachers about different types of drama presentations/techniques and their possible usage in EFL classes.

Procedure:

1. Talking about the current usage of drama presentations/techniques by the course participants.
2. Discussing the reasons for not using these techniques/presentations by the teachers.
3. Watching the power point presentation.
4. Discussing the entities presented in the power point presentation.
5. Brainstorming on possible usages of various types of drama .

Reflections:

Some of the diary entries representing the views of other participants as well were;

I had problems in making the shy students participate. Many of them shied away because they were afraid of making mistakes and being ridiculed by their classmates. Especially the girls that attended my classes do not

participate. My school is in a more conservative area. With drama-types such as masked drama, puppetry they get a chance to participate and break their inhibitions. I used drama techniques while teaching the four seasons and it worked well. In future, I will give my students more chance to express themselves not only in spoken form but also with their body language. (Teacher 3)

I gave some reading passages and wanted the students to perform the content of it like in performance poetry. One of them was performed while his partner was reading the passages. I used simple commands to be performed in the classes and saw that my student made use of these during the breaks. (Teacher 1)

I believe that the students get a context in which they see the use of English as essential. At other times, it is like an artificial enterprise conducted for the sake of the teacher. The message that they want to convey is also easily transmitted despite the mistakes they have in word-choice and pronunciations. They learn how to act in which situation by the use of drama. Hence, they learn to communicate in English living it. The use of English becomes meaningful and useful. They become more attentive listeners and their self-esteem after taking part in some drama activities rises, especially after performing plays that they are acquainted within their mother tongue. The success in establishing communication serves as a trigger for future attempts to communicate. It increases their ability to perform and express themselves. (Teacher 6)

After this session, I asked my fifth graders whether they would like to perform a play for their class-night. We chose Little Red Riding Hood. The enthusiasm of the students who did not like to participate in the classes was surprising. The most reluctant student wanted the role of the wolf. I will use drama in the other classes of mine. I believe that many virtues can be taught by the use of drama. (Teacher 7)

We prepared mini sketches of Nasreddin Hodja jokes in the class with one group. Another group made Hacivat and Karagöz talk in English. Though many students had not had the level of English necessary they understood what was going on. (Teacher 11)

The single negative aspect that I have experienced despite the positive atmosphere in the study group was the refusal by some participants to take the roles that I asked them to do. As they did not provide any reason, I might guess that they were afraid of losing their face if the others would recognize their mistakes. However, the impression that I got from the study group is that, none of the members will ever make a nasty remark regarding the performance of another member. Since they said no I could not insist on their performance. Some teachers are more reluctant to be active in the classes. What I recognized is that the more advanced in age, the less cooperative are the male teachers.

3.6.7 Session Seven: Classroom Management in the Fourth and Fifth Grade English Classes

Aims:

1. To raise awareness in the participants concerning their own classroom practices regarding classroom management.
2. To inform the participants about assertive discipline management practices.
3. To inform the teachers about the risks of ineffective punishment.
4. To develop an understanding for the ways of preventing disruption.
5. To think of the physical properties of the class with hindsight to the previously given information.

Procedure:

1. Talking about the classroom management problems that teachers may encounter and their reactions to these problems.
2. Discussing the reaction of the teachers to discipline problems and disruption.
3. Discussing the reactions of the teachers to two signs that they encounter.
4. Brainstorming about the risks of punishment and ineffective discipline practices.
5. Watching the power-point presentation and discussing the entities presented.
6. Thinking of how to hinder disruptions, noise through the application of different techniques.

Reflections:

Some of the reflections were as the following:

At the beginning of each lesson, we repeat swiftly the content of the previous sessions. This helps me to remember what we have done so far and

learn the content of the sessions that I have missed. In this session I learned how to deal with and overcome potential problems in the class before they occur. Back at school, we determined and wrote the classroom rules together in the class and hang them just above the blackboard. I wonder why I did not do this previously. Instead of reminding them what they should not do, their classmates remind them of the rules. (Teacher 4)

I apply now token policy in the class. My students are now like a candle. I enjoy my classes. (Teacher 5)

Instead of signs with “do not” rules, I hang up signs with positive rules. (Teacher 1)

Whenever a student of mine talks without raising his hand, another raises the sign “respect the others” embraced with cartoon figures and flowers. (Teacher 7)

I have never thought about the praises that I deliver in the class. I am now more careful in praising students’ behavior. (Teacher 11)

I cooperate with the parents of some children for leading to permanent changes in their behavior. I have not recognized until now that many parents like being called by the teachers regarding the behavior of children. They appreciate our concern regarding their children. (Teacher 6)

This week I have learned many things. Instead of approaching the children in the classical rigid fashion I used to, now I will be able to maintain both discipline and have joyous lessons. (Teacher 11)

It made me wonder how many issues were regarded as discipline problems. We talked again about the level of the children, their need for activity based teaching, active learning. Indeed, it was shocking to find out that except one teacher each of the participants used physical violence to their students at some time for one or other reason. The strongest argument that this teacher used was her motherly attitude towards the children. She said quite frequently; “Oh, my children do not behave like that.”

3.6.8 Session Eight: Teaching Vocabulary to Children in the Fourth and Fifth Classes

Aims:

To familiarize the teachers about the various ways of presenting vocabulary

1. To inform the teachers about the picture dictionaries in the EFL-market and their use in the classes.
2. To draw teachers' attention to boosting students' vocabulary through informing them on word formation processes and word-families.
3. To draw teachers' attention to 'what knowing words may include'

Procedure:

1. Talking about the ways participants introduce new words.
2. Brainstorming about alternative ways of introducing new vocabulary and enhancing self-study among pupils.
3. Watching the power point presentation.
4. Discussing the points mentioned in the presentation.
5. Making the participants introduce new vocabulary.

Reflections:

Regarding the activities conducted, the entries are as follows:

I did not know that there were some picture dictionaries on the market. I used it in classes of mine. My students enjoyed it very much as they learned clothes. I photocopied a page from the picture dictionary and gave them. They had to fill it out at the shortest time possible in groups. The members of the winning group came to the blackboard and named the clothes of each student in the class. Those who did make the least mistake gave orders to the class like: "hey red pullover, come here" toward the end of the lesson. (Teacher 5)

Learning the word formation processes, especially about the suffixes, prefixes, enhanced my vocabulary too. After that guessing unknown words became much easier. I showed some examples and my student enjoyed it very much. (Teacher 10)

I have seen in my classes that students are more likely to remember the words if it is taught with pictures, actions and a context in large instead of writing lists on the blackboard and their equivalents in Turkish. The words of the week were repeated by using the game Bingo. (Teacher 2)

I try to make them use the words that they have learned in short stories. I try to associate what they have learned with another foreign language skill in order to foster retention. I combined the words of the unit with listen - match activities. My students liked it very much. (Teacher 11)

My students pronounced the words as they were written. However, after the discussion with the colleagues in the meetings, I tried to make them first learn the pronunciation of a word by heart without showing them its written form. Before I wrote the words on the blackboard, I made up a little story containing those words and provided so a context. If my students do not understand the story, I retell the story once again in Turkish but leave the words in English that I want them to learn. (Teacher 8)

The various ways that have been presented for teaching vocabulary and the discussion helped me understand that the lesson plans we filled out were based on M.I theory of H.Gardner. While planning my lessons, I cater now for the differing needs of my students with different types of intelligences. (Teacher 9)

The example provided by one of the participants exemplified my problem. On the verge of the New Year, she wanted her students to complete nice (to meet you) but their students wrote nice yıllara. This also shows the importance of a context. If the right context is provided, students learn the words easier. (Teacher 4)

I try to visualize the language that the students are learning. Now the walls are full of pictures illustrating the meanings of new words. I make my students write down the English meanings of the words they find in the handouts in the newspapers. Moreover, we now hang out words of the past week and words of the coming week. My students prepare these posters consisting of new vocabulary. (Teacher 7)

The participants enjoyed the activities offered and some of them contributed to the other ideas that I was unaware of. Some of them had brought picture books of Jeanne Willis. "The Tadpole's Promise." The picture book provided a strong context for teaching vocabulary. Furthermore, with the repetitive style used throughout the book, it enhances the acquisition of the words much easier.

3.6.9 Session Nine: Teaching Speaking to Children in the Fourth and Fifth English Classes

Aims:

1. To raise teachers' awareness on how much to expect from the students regarding fluency in English.
2. To inform them about the proportion of speaking to the other skills
3. To inform them about the vast variety of guided and free techniques.

Procedure:

1. Discussing of the problems teachers have while teaching speaking.
2. Reading pages 35-48 from Teaching Children English.
3. Discussing the use of the techniques provided in the book in large classes.

Reflections:

Diary entries of the Teacher regarding this session is reflected in the entries provided below:

The activities proposed were quite enjoyed by my students. They felt a real drive for speaking, but sometimes I could not hinder mockery of some students' talking. (Teacher 11)

Integrating drama to the dialogues provided in the book and making the students change/expand them made the boring books enjoyable. However, doing this too much would make me lag behind the curriculum. (Teacher 5)

The techniques that we learned enabled my students to participate more than usual. However, the shift from guided to free activities is still missing. They are more at ease with the guided activities. (Teacher 10)

I began listening to the BBC news and V.O.A after the discussions at the meeting to improve my speaking. (Teacher 1)

The activities were nice, but how can I teach correct pronunciation, let alone speaking with my insufficient English? In this session, I have found the answer. I can provide the children with many choral repetitions conducted with the lead of cassette player. (Teacher 3)

In my classes now, instead of focusing on grammar rules in isolation; I focus on the students' spoken production and their capability to express themselves in English. In the past, I used to think that we teachers should

speak like native speakers. Thus, I focused so much on correctness killing my students enthusiasm to speak.(Teacher 6)

My students can talk if I encourage them. However, I want them to be able to talk and express themselves. I want them to tell me their emotional state instead of always “fine thank you”. The activities provided under the title oral work will contribute to this aim. (Teacher 4)

In this session, all activities are provided under the label “Oral work”. We tried to combine all the skills for teaching the fourth and fifth graders speaking in English.

3.6.10 Session Ten: Teaching Reading in English in the Fourth and Fifth Classes

Aims:

1. To inform the teachers about picture books that might be used while teaching reading.
2. To inform the teachers about some techniques that might be used while teaching reading
3. To raise teachers’ awareness on the bottom up and top down approaches in understanding a text.

Procedure:

1. Talking about the ways participating teachers used for developing foreign language reading skills.
2. Discussing the features that make us understand a text.
3. Discussing the activities proposed for reading.
4. Discussing the importance of stories in the EFL classes.

Reflections:

The reflections of the participant Teachers are as follows;

One of our colleagues had brought the Picture books by Jeanne Willis into the class. I personally believe that these books are one of the most effective tools in teaching reading. The story of the poor donkey was also a good book for the children. (Teacher 6)

Instead of aimless reading or reading just as input, I now set goals and aims for the reading process and divide mentally the whole process of

reading as pre, while and post reading with related activities in mind.(Teacher 2)

The processes used while understanding a text such as top down and bottom approaches a text, led me to incorporate into my classes the stories that the students are familiar with in Turkish such as fairy tales or folk stories they already know about in L1. (Teacher 10)

Some of my colleagues use readers written by different universities. I made my students in the upper grades prepare such kind of readers for the lower grades. We read, painted, and draw in the classes. It was funny.(Teacher 11)

My students enjoyed the fairy tales they knew in Turkish. I used top down approach for making them read. Comments like “kurt wolfmuş, kırmızı başlıklı kızın ismi de amma uzunmuş-little red riding hood” show that they have understood the story and were acquiring the vocabulary necessary. (Teacher 5)

We enjoyed the stories and discussed the features to be found in “children stories”. The participants liked the stories brought and discussed different activities that might be used while teaching reading. Moreover, the importance of leading the children to free reading in their spare time was highlighted. The atmosphere in this session was very good and contributive as some of the participants brought different materials, readers, and books that they considered appropriate. There were not any complaints on the side of the teachers with little English skills.

3.6.11 Session Eleven: Teaching Writing in English at the Fourth and Fifth Class

Aims:

1. To inform the teachers about the stages that children pass through while developing their writing skills (from picture to writing).
2. To discuss the activities presented for teaching writing.
3. To develop an awareness in the teachers how to use peer response activities in their classes.

Procedure:

1. Discussing the techniques that teachers use while teaching writing.
2. Presenting them samples from children at different ages and stages of writing.

3. Exploring the idea of peer response theory in the classes of young learners.
4. Presenting different activities ranging from controlled to free writing.

Reflections:

Although we use roman letters as the English do, the children tend to write the way they hear the words. Diagraphs are especially problematic for the children; however, I will overcome this problem by raising phonemic awareness in the children. (Teacher 11)

I learned that not all the children could be at the same level. Hence, whereas some are at the word level, others do not know the letters. In one of the classes, we made some activities related to the English Alphabet. Some of my students liked it but others were very bored. I gave the sheets as homework to my students. (Teacher 9)

My students enjoyed the writing activities that we conducted in the classes. I even brought my laptop into the class and made my students chat online with another colleague in English. My students enjoyed it very much. (Teacher 1)

We wrote letters between the classes. My students looked forward to the responses they would receive from the other classes. They liked it to perform as a group work. (Teacher 5)

I tried peer response activities in the class, but some of the students did not judge their classmates writings as they are but judged according to their emotions regarding their friends in their classes. Peer response between classes might work. (Teacher 7)

I tried to do some free writing activities, but it is too early for these classes. Controlled writing activities in which they have to complete sentences, dialogues work better than free writing activities. (Teacher 6)

Many of the activities proposed cannot be seen in any course book. Some of the activities are easy to be done. I was not aware of the vast number of different activities. They really enjoyed cutting pictures from old magazines and writing short stories to be published after editing (Teacher 2)

The remarks that have been made by the participants were shocking. One of them wrote: “some students in my class do not know how to read and write in Turkish.” I wondered whether these children were dyslexic or were not taught how to read and write. This can be a result of the

educational policies. Children are pushed into upper grades until the secondary education before which they have to take an exam labeled OKS. However, the system will change and there will be mainstream exams at the end of each grade in the primary education.

3.6.12 Session Twelve: Lesson-planning for teaching English in the Fourth and Fifth Classes

Aim:

1. To inform the teachers about the necessity of planning before the classes.
2. To develop an awareness about the stages of planning and its application.
3. To develop an awareness about the features to be included into the plans while teaching children.

Procedure:

1. Eliciting teachers' views regarding planning and discussing these.
2. Presenting several plans made by different teachers.
3. Discussing the concordance of these plans with the features leading to the acquisition of a language among children.
4. Highlighting the planning stages/ factors to be taken into consideration and their importance for the in-class procedures of the teachers.

Reflections:

Many years ago, I gave up planning. However, because of my participation in this program, I think of games, activities, songs that I can do in the class before the classes. I further consider what else I might include in order to make the topics more theme based. (Teacher 2)

I made some plans, but they were only to show the inspector on his yearly visits to my class. In my classes, I did not care much about the plans. However, now I consider it very important as a road map and try to incorporate the major principles of teaching young learners we learned about during the second week. (Teacher 8)

I do not like writing down my plans. I have got some plans in my head before I go into classes. However, from now on, I will make some plans including various activities while teaching something. The lesson plan that I had made enabled me to reflect upon my previous classes. In the previous

classes I was bored to death while teaching let alone the children (Teacher 7)

The plans in my file are the ones that I made years ago during the first year of my school experience or the ones that I have downloaded from the internet. However, none of them included practical tips to do when the class got out of control. I applied some of the tips given, and they really worked. I continued teaching; whereas, in the past at least 15 minutes would get lost when two children fought. (Teacher 11)

This session was almost like a repetition of the issues that emerged throughout the TD program. The participants reflected upon plans made by other teachers and students. Moreover, they watched a class conducted by another English teacher and reflected on it. In it, the teacher was very active but the students were sitting the entire time and were passive.

3.6.13 Session Thirteen: Analysis of the English course-books used in the Fourth and Fifth Classes

Aim:

1. To make the teachers realize the presence of the features leading to foreign language acquisition in the children among the books provided by the state and used in private institutions.
2. To hinder the teacher from being excessively book bound.
3. Show the procedures to be followed if a coursebook is insufficient.

Procedure:

1. Teachers' views regarding the books they are using are discussed.
2. The findings of the 'problem discerning questionnaire' are presented to the participants and discussed.
3. Brainstorming about how to cope up with the inadequacies of state provided books.
4. Alternative procedures such as adapting, replacing, adding or omitting are discussed.
5. Course-book usage in a sample lesson was watched and discussed.

Reflections:

In the state provided books, there are only mechanical activities. Moreover, there are no reading passages except a few lines concerned with

Cinderella. These activities can not foster the four skills in the books. The duty to select extra materials and tasks falls on the shoulders of the teacher. (Teacher 10)

The course books do not attract students' interests. The pictures and the drawings are boring and not up to date. In the past, we could choose our own books, but as they are provided now by the state, we have to be content with what we have. However, the books are boring and the activities are insufficient. I have learnt about the importance of games, but there are only two game-like activities throughout the book. There are a couple of songs, but nobody knows how to sing. There are cassette signs on the margins but no cassettes are provided (Teacher 4)

The sample session we watched was very good. However, on spending some further thought on the lesson, I realized that it was very teacher centered. The teacher was very active and moving here and there in the class. There was much teaching; but what about learning? On considering teachers and learners speaking times, it was the teacher who was talking all the time. (Teacher 5)

Many of the issues we talked about were lacking in the coursebooks. But during the discussions, I realized that we were not to be course book bound. The topics to be taught in the fourth grade recur in the fifth grade as well. Thus we have ample time to incorporate many activities and tasks in order to make our students learn. (Teacher 2)

It was surprising to see that the books provided by the state used in the English classes were not identical. I found out this fact when I presented the teachers some games to back up the topic taught. Another point I discovered was that teachers felt obliged to follow the course book in sequence. None of them had ever pondered about changing the sequence or the content. However, after the discussions, it might be assumed that they may make changes in favor of their students learning. Only two of the participants ever mailed the publishing companies for teaching materials regarding the books published. This shows that neither the publishing companies seek feedback in order to improve the next print, nor the teachers ask for missing issues and materials.

3.6.14 Session Fourteen: Application of the Final Rep.-Grid Form to the Participants and Evaluation of the TD Program

Some teachers had forgotten to fill out the rep-grid. Hence, I explained them once again what to do. The last session was sad as it was difficult to say goodbye. Instead of goodbye we said see you again as, the participants decided to keep in touch with e-mails. Moreover, they decided to hold monthly sessions at the faculty of education. The participants wanted to continue with their development after the TD program.

3. 7 Data Collection

In this study, the researcher tried to explore teachers' personal and professional theories regarding an effective teacher. He implemented a TD program on teaching young learners since the participants perceived this as an urgent need. The researcher tried to explore the effects of this program and tried to determine the changes in the personal and professional theories of these teachers. The following assumptions made by Mason (1996) underlying qualitative methods were adopted within this study:

- There are multiple realities in any given situation; the researcher's, those of the individual's being investigated, and the reader interpreting the results. Various perspectives or voices are included in the study.
- There is an active attempt to minimize the distance between the researcher and the participants of the research through interaction.
- The researcher is aware of the value-laden nature of the research.
- Any research is context-bound.
- Research is based on inductive forms of logic, instead of predetermined interests identified by the researcher; categories of interest should emerge from participants.
- The primary goal is to uncover and discover theories that help explain a phenomenon of interest.
- Data should be collected through different sources for triangulation or verifying the findings with the participants.

(Mason in Çakır 2004, p.80)

Hence, in the light of the above discussed theories and the design of the present study itself, detailed information was obtained from various data collection sources:

rep-grid, questionnaires, structured interviews, participant diaries, and researchers field notes. These data collection tools were chosen as their rationale based on the theoretical framework and methodology of the present study. That is, each teacher was seen as a "personal scientist" (Kelly, 1963), responsible for his personal and professional development. This took place in various contexts that make his learning not only relevant, but also personally significant. The tools, used throughout the study for collecting data in line with their sequence of use were the following: 'Problem discerning Questionnaire', Repertory Grids, Semi-structured interviews, diaries: a-) researcher's field notes b-) participants' diary, Program Evaluation Questionnaire.

3.7.1 'Problem Discerning Questionnaire'

At the beginning of the study a 'problem discerning questionnaire' was prepared and sent to 225 schools within the Konya directorate of the Ministry of Education. Out of these 225 questionnaires only 120 were sent back by the teachers. The researcher himself went in person to large schools with more than five English teachers to discuss and announce the future program considered. The results of the thirteen-item questionnaire are presented in detail in the tables of appendix I. (see appendix I).

3.7.2 The Repertory Grid

In order to determine changes in the content and structure of the participant teacher's personal beliefs as a result of the TD program, the main data collection tool employed is the repertory grid based on the study of Kelly (1955). The repertory grid is the data collection tool of the Psychology of Personal Constructs (1955, 1963). Kelly (1955) initially used this tool to determine the significance of the people in the client's social milieu in regard to the client's constructs of these people as well as to the client himself. However, since rep-grid is more than a test but a methodology (Bannister and Mair, 1968; Fransella and Bannister, 1977; Yeung and Watkins, 2000 in Pope and Denicolo, 2001), it has been widely used in diverse areas ranging from education, psychology, management studies, artificial intelligence, knowledge acquisition, market research and personnel assessment (Gaines and Shaw, 2005, Fransella, 2003). Gaines and Shaw (2005, p.1) state the following regarding rep grid:

In its various versions, it aims to provide personal, professional and research support for promoting understanding of individual and communal psychological and social processes. It provides conversational tools for

constructing and analyzing grids (RepGrid), and nets (RepNet). Grids are a generalization of Kelly's repertory grids for eliciting construct networks through examples of their application, and nets are generalization of visual syntactic structures used for representing construct networks directly in visual languages. It supports the use of grid and net tools separately and in combination, including integration between those tools and other applications such as text editors.

The aim in the application of the Repertory Grid (see Appendix 2) was to identify structural and conceptual changes in the conceptions of the participants regarding the features of an effective primary grade English teacher. Hence, at the end of the very first meeting, the participants were informed about the aims and procedures in the elicitation process of their "tacit beliefs" (Pope and Denicolo, 2001) by means of the repertory grid. They were assured several times that the point that counted was their personal beliefs and not that of their colleagues or the outcome of the grids. Besides, they were also assured that their personal views were important for the study to be conducted. The participants were more comfortable after the explanation that their views would be published in this dissertation but their names would remain anonymous as expressed in the consent forms presented beforehand (see Appendix 7)

Consequently, an empty repertory grid form (see Appendix 2) was presented to the participants, and the vocabulary used in the grids such as Elements, Emergent, and Implicit Constructs, were discussed with the participants. Kelly (1963, p. 137) defines elements as "the things or events which are abstracted by a construct". Elements are defined in the Rep-Grid 2 Manual as (1993, p. 6) "an individual's personal observations or experiences of the world". Similarly Pope and Denicolo (2001, p. 71) state that "Kelly insisted that, in order to be useful and meaningful, each item should be representative of an individual's life experiences". Hence the elements that the participants chose among were the teachers they knew, especially among the primary school teachers they considered important. The next word to be explained was constructs. A construct is (Kelly 1955, p. 61) "in its minimum context it is a way in which two elements are similar and contrast with the third". Hence, according to Kelly (1963, pp. 50-51)

...by constructing we mean "placing an interpretation": a person places an interpretation upon what is construed...In construing, the person notes the features among the elements which characterize some of the elements and

are particularly uncharacteristic of others. Thus he erects constructs of similarity and contrast. Both similarity and contrast are inherent in the same construct.

Similarly constructs are defined in the Rep Grid 2 Manual (1993, p. 6) as “a person’s classification of his personal observations or experience of the world”. The constructs that the participants were to provide are related to the features of an effective fourth and fifth grade English teacher. According to Pope and Denicolo (2001, p. 68) it “is a most important preliminary consideration before the process of eliciting elements can begin”. In order to determine the context necessary for the elicitation of elements and constructs, there are at least two features to be considered:

- What is the topic to be investigated?
- What is the intended use of the grid information?

The intended use of repertory grid in this study was to determine the effects of the ‘Teaching Young Learners English Teacher Development Program’ on the participants in this study. Three usages determined by Pope and Denicolo, (2001, p. 69) for rep-grid applications have been adapted for the present study:

- I- gathering information about an individual's views on a particular topic,
- II- explaining the nature and sharing of construing within a group,
- III- monitoring the changes in perspectives.

The above mentioned intentions for the use of rep grid have been changed as;

I- gathering information about the participant’s views on an effective primary grade teacher in regard to her/his personal and professional values,

II- explaining the nature and sharing of construing within the participant teachers,

III- monitoring the changes in perspectives before and after the implementation of ‘Teaching Young Learners TD Program’.

Before we moved on to the elicitation procedure of the elements, two further vocabulary items were explained to the participants. They were: "Emergent and Implicit." During the definition of the constructs, it was already mentioned that the constructs were bipolar in nature. The similarity between two elements, in regard to a particular feature identified, would constitute the emergent construct; whereas, the feature that differed from the emergent construct would make the implicit constructs. Each of these constructs was to be written into the appropriate poles.

3.7.2.1 Elicitation of the Elements

During the elicitation of the elements, we followed the procedures suggested by Pope and Keen(1981), Sendan (1995), Yumru (2000), and Pope and Denicolo, (2001) in the elicitation of the elements. The researcher used, as in the above mentioned studies, free elicitation of elements to be useful and meaningful, each item should be representative of an individual's life experiences (Kelly, 1955).

The participants had to elicit the elements. The elements in this study were the primary grade teachers that the participants deemed as important. These teachers were either among their past or present colleagues. These teachers had to be well known in order to be personally meaningful to them. To enable meaningful and in depth comparisons, the teachers were asked to think of a total of nine teachers. Out of these nine, three should be considered to be Effective, three Typical (Average), and three Ineffective. Since the main aim of the procedure was to elicit the features of effective primary grade teachers, they provided codes such as E1, E2, E3 for the effective teachers according to their effectiveness. The Typical and Ineffective teachers were also sequenced according to their effectiveness such as T1, T2, T3 and I1, I2, I3. Hence, all teachers elicited as elements were sequenced from the most effective (E1) to the least effective (I3). Coding the teachers as mentioned, was believed to preserve the confidentiality of the participants' views regarding their teachers. However, they were reminded to preserve the names of these nine teachers for future reference as they will re-evaluate them after the 'young Learners TD Program'.

3.7.2.2 Elicitation of Constructs

Constructs refer to the participant teachers' specific features of the coded primary grade teachers. The participant teacher's constructs are dichotomous; namely emergent and implicit. Each of these constructs has its own meaning (e.g., uses games in the class/ doesn't use games in the class). The constructs of the participants were elicited using "minimal context form or triadic elicitation technique" (Sendan 1995, Pope and Denicolo, 2001). "With the triadic method, the participant is asked how two of the elements are alike and thereby different from the third" (Pope and Denicolo, 2001 p. 74). In this study, the codes of the teachers were written on separate cards. The participants selected randomly three cards to identify the triads. They recorded these three triads (E1, T1, and I3) identified onto the triads column of their grid. After the identification of the triads, the participants were asked which of these three were similar

to each other and different from the third considering the features of an effective primary grade English teacher. Following the identification of the similar pair (e.g., E1 and T1) and marking them on the triadic column, their construct was written on the emergent pole (e.g. uses games in the class). Next, the construct distinguishing the third teacher from the two others (e.g. does not use games in the class) was written to the Implicit (contrast) column.

The participants made as many comparisons as possible for the randomly selected triad. However, when they felt stuck, a new triad for the elicitation of new constructs was chosen. Pope and Denicolo (2001) state that the purpose of the construct elicitation is to collect as many different constructs as the participants want to offer. Thus, the same elicitation procedures were repeated again and again until the participants stated their inability to propose new constructs or when the same constructs began to be repeated. The processes for the elicitation of the elements and constructs as well as the topic to be investigated and the intended use of the grid information were explained several times to the participants. Throughout the elicitation process, a climate in which the participants did not feel under pressure for the naming and rating of the constructs was created. The researcher also suggested an option to complete them in their own time during the first session if they had understood the elicitation procedure. For those who wanted to fill out the grid under the surveillance of the researcher, the researcher answered any occurring questions but refraining from imposing his own views, or hinting for a pole which would be against the nature of the study and invalidate the data. The medium for the elicitation process was English. When the participants had difficulties in expressing themselves in English, they preferred either Turkish or descriptions of the construct. The meaning of each construct was discussed with the participants and then translated into English by the researcher as the participants agreed upon.

3.7.2.3 Rating and Rank Order Elicitation

A 1-5 point rating scale was used for rating the constructs in this study. In this rating scale, 1 represented the closest value to the Emergent (similarity) pole and 5 the closest value to the Implicit (contrast) pole. The midpoint score consisted of 3. After the completion of the element and construct elicitations, participant teachers were asked to rate each element according to the referring constructs. The aim of this process was to test the range of convenience of each construct according to Sendan (1995). According

to Sendan (1995) this process helps the people to discard or redefine constructs with narrow range of convenience although it may not be possible for every element to be rated on every construct. Besides, the reason for the rating to be conducted after the construct elicitation and not during is to limit the complexities of the procedures involved Sendan (1995).

After the completion of the ratings, participant teachers rated themselves as "Self as teacher" and "Ideal teacher" on the same constructs they had formed through the triadic comparison of the nine teachers. "Self as teacher" indicates their current self-perception; whereas, "ideal self" indicates the teacher they would like to be. The rationale for the inclusion of these two constructs is, according to Sendan (1995), that these two are to explore the teachers' construction of "self" and "ideal self" in relation to other teachers they classified in effective teaching. Hence, a low distinction in the rating between these two would imply that the participant teacher is not open to professional development; but just on the contrary, a high difference in the rating of these two would imply a need for development.

Finally, at the end of the first application of the rep-grid, the participant teachers were asked to choose five constructs and rank order them according to their importance in their definition of an effective primary grade English teacher at the beginning of the study. Before the participants handed out their rep grid forms, they were asked to revise the constructs they elicited and made any changes they wanted in their constructs as well as their rating, since "opportunities to change both pole names and ratings are important considerations. It is important to convey the freedom to make these changes as the participants may not wish to admit that they are having difficulties" (Pope and Denicolo 2001, p. 75).

At the end of the 'Young Learners TD Program', in order to determine the differences before and after the implementation of the program, the participant teachers were given their completed grid forms without their original ratings and rankings. They were asked to revise their original constructs and make any necessary deletions, additions or modifications (Sendan, 1995; Yumru, 1999; Pope and Denicolo, 2001; Yaman 2004; Çakır 2004). Participant teachers re-rated the elements on each of the constructs identified at the beginning of the study. They also rated the constructs, added at the end of the study, with regard to the teachers identified and sequenced in order of their effectiveness previously. The final step that the participants had to take was to re-

rank the five most important constructs defining the characteristics of an effective primary grade English teacher.

3.7.3 Semi Structured Interviews

After the application of the repertory grid forms, the researcher conducted three semi- structured interviews as follow ups to the repertory grids. These interviews were structured as "the agenda was predetermined by the researcher" (Nunan, 1994, p. 150). However, they were semi-structured as the researcher had a general idea of where the interview was going and what would come out of it. However, the interviews were not conducted with a list of "previously determined questions" (Nunan, 1994, p. 150). The focus of the interviews conducted after the application of the first and second Repertory Grids was on the participant teachers' reasons for preferring one pole of the construct rather than the other, or why he/she chose the five constructs rank ordered as more important than the others, and how they saw themselves similar to or different from the teachers with whom they seemed to identify (see Sendan, 1995).

Besides the issues mentioned above, the focus in the first follow up was also on the identification of any problems that might have led to any misunderstandings regarding the elicitation of the elements and constructs. The following problems emerged on the analysis of the first rep- grid form:

- the same construct was used twice,
- two different constructs were expressed with one word,
- expressions open to differing interpretations were used,
- incomplete information was given,
- lack of parallelism between the emergent and the implicit regarding the feature construed,
- the focus was vague,
- marks on a 5-1 scale considering only the emergent pole but disregarding the implicit pole was given by the participants in the rep-grid. However, the element closeness to the emergent or implicit pole had to be taken into consideration rather than grading.
- all the elements were not rated.

In order to solve some of the problems and refine participant teachers' constructions, the researcher used the laddering technique. As Pope and Denicolo

(2001, p. 80) states "laddering is used when the investigator or participant feels it would be helpful to push the level of construing to a different plane". The other strategies employed to solve these problems were the elaboration strategy, and in a few cases, change or deletion strategies.

The third interview focused on the changes elicited using the Exchange Grid analysis. The underlying reason for doing this was to learn to what extent the teachers could relate the changes to the experiences they had been involved in the sessions of a 'Teaching Young Learners English Teacher Development Program'.

The interviews enabled the researcher to go beyond the grid enabling a joint exploration and discussion of the grid data, which has an important role in the enquiry process and is an essential aspect of constructivism (Pope and Denicolo, 2001).

3.7.4 Diaries

Bailey (1990) defines diaries as first person accounts of learning or teaching experience, documented through regular candid entries and then analyzed. "As a research genre, diary studies are a part of growing body of literature on classroom research" (Allwright 1983; Gaies 1983; Long 1983; van Lier 1984, 1988; Bailey 1985; Chaudron 1988; Allwright and Bailey 1990 in Bailey 1990, p. 215). In this study also, teachers had to focus on their practices within the primary grade English classes and write everything that was personally important for them answering the questions given in appendix V. Diaries have been widely used for three purposes (Bailey 1990); these are to document

1. language learning experiences,
2. reactions to courses,
3. language teaching experiences.

The use of diaries has further benefits as well. It improves critical thinking as well as growth in self-awareness and self-actualization (Maslow, 1979) and the development of new knowledge (Boyd & Fales, 1983). Critical thinking is a cognitive process grounded in reflection (Jones & Brown, 1993). Reflection "be it on action or in action" (Schön, 1983) is a prerequisite for critical thinking leading to awareness and development. Journal writing can increase learning and promote meaningful personal insights more than lecture and reading assignments (Connor-Greene, 2000; Mayo, 2003a, 2003b; Seshachari, 1994). From the learners' perspective, journal writing can be

effective to document observations, question, speculate, develop self-awareness, synthesize ideas, and gain insights for problem-solving (de Acosta, 1995).

3.7.4.1 The Researcher's Field Notes

The researcher kept field notes throughout the study for several reasons. The main reason was to reflect on the sessions of 'Teaching Young Learners TD Program'. These reflections were on the researchers practices during the sessions and as well as on the feedback got from the participants. Hereby, the researcher recorded right after each session his own thoughts, actions, noticeable events within each session as well as the comments of the participants with the aim to avoid recurrent mistakes in the future sessions. A further aim was to summarize the sessions, consider the coming sessions, topics for further study and to document the researcher's intra and inter personal feelings, actions, attitudes; to improve his practices with each session of the TD program and keep a record for further research. By means of the diary entries, the researcher had a firsthand account to clarify his thoughts and feeling about how to conduct a TD for teaching young learners and to organize and formulate his thoughts and feeling more systematically.

3.7.4.2 Participants' Diaries

Throughout the program, the participants kept a diary in which they noticed their personally meaningful and important events. In their diaries they had to seek answers for the following questions:

1. What did I learn from this module?
2. How can I transfer the new information into my class?
3. Has it worked?
4. If it has not worked, what are the underlying reasons and how can I make it work?

The reasons behind these questions were the following:

- to give the participant teachers the opportunity to go over the sessions once more and thus monitor their understanding and learning personally through reflecting on the sessions,
- to enable them to relate what they have learned to their actual teaching environments,

- to complete a reflective cycle if they face problems in the transfer of new knowledge into their classes

Furthermore, the diaries of the participant teachers enabled the researcher

- to have some feedback on the participants progress, trace whether the content of the program was understood and applied in their classes,
- to evaluate the sessions for future modifications,
- to support the findings obtained.

The participants were to provide their diary entries on a weekly basis. As these diary entries made them reflect on a weekly basis, they provided them to reflect on action (Schön, 1983). Furthermore, journal entries enabled the teachers to develop a deeper understanding of themselves as teachers to be better prepared to make decisions about their own teaching (Richards, 1998). The diary entries were analyzed and their reflections were provided as quotations in the chapters of four and five (see the sections for data analysis of each teacher).

3.7.5 Program Evaluation Questionnaire

At the end of the program, the participants were asked to answer several open-ended questions regarding the program and their future expectations.

1. What were your expectations regarding this program?
2. How might this program have been conducted better?
3. Did the program answer your needs?
4. What kind of Teacher Development Programs would you like to participate in future?

The purpose of the program evaluation questionnaire was to get feedback on the program as a whole and inquire their future expectations regarding teacher development programs they wanted to enroll in the future.

Table 3.2 Data Collection Tools in Tables

Data Collection Tools in Tables					
Data Collection Tools	Aims	When / How often	Analysis	Research Question Answered	Number of Participants
"Problem discerning"	To pinpoint the problems	At the beginning	Frequency	1	120

Questionnaire	of teachers teaching the grades four and five	of the study			
Repertory Grids	To explore and see the changes of the participants beliefs regarding teaching YL	At the beginning and at the end of the study	Focus, content, exchange analyses	2, 1 3, 1 3, 1 3, 2	11
Semi- structured Interviews	To clarify the constructs of the participants	After the application of the first and second rep-grid forms	Content	2,2 3,1	11
Diaries a-)researchers' field notes b-)participants' diary	a-To reflect on myself after each session on the program and hinder recurrent problems. b-To see their tract and process	After each session of the program	Content	Triangulation	12
Program Evaluation Questionnaire	To get feedback on the program	At the end of the program	Content	Triangulation	11

as a whole
and inquire
their future
expectations

3.8 Data Analysis

The analysis of this study was mainly based on the analysis of the data obtained from the repertory grids (see Section 3.7.2), and the semi structured interviews conducted before and after the ‘Teaching Young Learners English Teacher Development Program’ (see Section 3.7.3). Moreover, the participant teachers’ diaries (see Section 3.7.4.2), the researcher’s field notes (see Section 3.7.4.1) combined with the program evaluation questionnaire (see Section 3.7.5) were used to support the findings obtained. Furthermore, the findings of the ‘problem discerning questionnaire’ that led to the ‘Teaching Young Learners Teacher Development Program’ were provided in graphic form with the frequencies (see Appendix 1).

3.8.1 Repertory Grid Data Analysis

The participant teachers’ Repertory grid data were analyzed using the FOCUS and Exchange analysis programs of the RepGrid2 (1993) computer program package. The repertory grid data and the follow up interviews were subjected to content analysis.

3.8.2 RepGrid Computer Program

In this study, we used the RepGrid2 (1993). This computer program was developed by the Centre for Person-Computer Studies in Canada. Repertory grid (1993) is a tool providing an integrated set of tools for elicitation and analysis of elements and constructs in a given domain. It combines a number of different techniques, for construct elicitation, modeling, and comparison. In this study, we used two of the programs (FOCUS and Exchange grid) within the package.

The FOCUS program was utilized as hierarchical cluster analysis of individuals’ constructs and elements. The Rep Grid2 Manual summarizes the statistical procedures applied in the FOCUS analysis as follows:

The FOCUS algorithm is a distance-based hierarchical cluster analysis technique that sorts the constructs into a linear order such that constructs closest together in the space are also closest together in the order. Element

and construct matching scores are computed by subtracting the rating values in each position of the two elements or constructs, summing them, and then mapping the result into 0% - 100% similarity. Two matrices are thus formed, one for elements and one for constructs. Clusters are computed by selecting the highest numbers from these matrices, that is, the most similar in terms of the ratings given; then continuing this process for the next cluster, until all elements and constructs are incorporated. The tree diagrams show these clusters and are imposed on the re-sorted original grid data. (p. 11)

Apart from FOCUS analysis, the program also offers the facility for Exchange grid analysis as well. The Exchange analysis compares two grids obtained from the participants at the beginning and at the end of the study, and maps the extent of overlap of the agreement between the two grids. Thus, it enables the researcher to explore an individual's patterns of change that took place at two different points in time.

3.8.2.1 The Computer Analysis of the Repertory Grid Data

We used two different analysis programs in the Rep Grid 2 package for the repertory grid data obtained from the teachers. The grid data were subjected to FOCUS analysis. After the second application of the Rep-grid, both grid data were subjected to Exchange analysis.

- **FOCUS Analysis**

In order to find out the structure of the participant teachers' constructs, repertory grid data of the twenty-two grids obtained from the eleven participants were subjected to FOCUS analyses. The repertory grids obtained at the beginning and at the end of the 'Teaching Young Learners English' TD program were analyzed using the FOCUS program. This procedure enabled the researcher to see the matches between the constructs and elements. The cut-off point was 80%, which is an accepted significance level in repertory grid research to identify the structure of the participants' personal constructs (Rep Grid 2 Manual, 1993). The FOCUS analysis enabled to explore:

- the structure and content of personal theories held by the participant teachers in relation to the characteristics of an effective primary grade English teacher,
- the participant teachers' constructions of "Self as teacher" and "Ideal teacher" in order to determine the similarities and the differences in their perceptions of their current self and the teacher they wanted to become

- **Exchange Grid Analysis**

The repertory grid data obtained from the eleven participants before and after the Teacher Development program were also subjected to Exchange Grid Analysis. In this study, the significance level for structural change was taken as 80%, commonly accepted (Rep Grid 2 Manual, 1993). The constructs and elements falling under 80 were viewed as revealing patterns of structural change. Those over 80% were considered as stable. Thus, this procedure enabled us to explore changes in the structure and content in the participant teachers' personal theories regarding an effective primary grade English teacher after the implementation of the 'Teaching Young Learners Teacher Development Program'.

3.8.3 Analysis of the Researcher's Field Notes and Participant's Diaries

Data obtained from the researcher's field notes were subjected to content analysis. Reflections from the field notes were presented in different sections.

The entries of the participants into their diaries were subjected to content analysis. Reflections on each session were given under the reflection title of each session.

3.8.4 Analysis of the Program Evaluation Questionnaire

The data obtained from the program evaluation questionnaire will be subjected to content analysis as well. The categories emerging from the program evaluation questionnaire will be presented, together with their frequencies in chapter five.

3.8.5 Analysis of the 'Problem Discerning Questionnaire'

The answers that the participants of the 'problem discerning questionnaire' provided, are given in graphic form (see Appendix 1). Furthermore, the answers with the highest frequency will be given in the form of a table in section five

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents the discussion of the results in the light of the data obtained from various sources. They are:

- i) Repertory Grid
- ii) Semi-structured interviews
- iii) Participants' diary
- iv) Researcher's Field Notes
- v) Program Assessment Questionnaire

The discussion of the findings has been presented under the subsections of:

- i) The content and structure of the personal theories
- ii) Overall view of the content of the personal theories
- iii) Overall view of the structure of the personal theories
- iv) Evaluation of the teacher development program by the participants

4.1 The Content and Structure of the Personal Theories

This section presents the participating teachers' personal theories related to the features of effective primary school foreign language teachers. However, before the presentation of the personal theories of the fourth and fifth grade English teachers, first brief background information on each participant will be given. Secondly, figures elicited from the rep-grid data will reveal the content and structure of each participant's personal theories. These figures show the construct and element links (i.e. participating teachers' categorization of Effective, Typical, and Ineffective teachers, well known to them) (see section 3.7.2) of each participant established both at the beginning and at the end of the study. Finally, the exchange analyses will show us the significant changes observed in the content and structure of the participating teachers' constructs. (see section 3 7.2 for the discussion of the significance level). Quotations from the semi-structured follow up interviews besides diary entries and researcher's field notes will support the repertory grid findings. The wording of the participants' personal constructs, as provided by them, is expressed in italics.

4.1.1 Teacher 1

Teacher 1 is a graduate of the Faculty of Humanities and Letters at Selçuk University, Konya. He had taught two years at state schools before he began teaching at private institutions. He has been teaching English for thirteen years at different levels. He has been teaching the fourth and fifth grades for six years. He is currently teaching the fourth and fifth graders English at a private school in Konya. This is the first long lasting teacher development he attended besides the one offered by the Turkish Ministry of Education at the beginning of his teaching-career. He had previously attended many seminars offered by different English language teaching material publishers. His aims for attending the ‘teacher development program’ were as follows:

My intention for coming here is to gain new ideas regarding teaching the grades of four and five. A further aim is to increase the level of input in English and thus foster my knowledge in English but particularly my speaking skill.

As it can be seen from the above statement of Teacher 1, he participates in this ‘teacher development program’ for a variety of reasons. These reasons change according to participants. The reasons expressed might also indicate that all the participants will not benefit at the same level and in the same way from the information given to the whole members of the group. This stems from the fact that each participant is different from each other and has different anticipations. As expressed by Kelly’s “fundamental postulate: A person’s processes are psychologically canalized by the way he anticipates the event” (Kelly 1955, p. 9). Thus, Teacher 1’s anticipations will either be validated or not throughout the program.

4.1.1.1 The Content and Structure of Teacher 1’s Personal Theories at the Beginning of the Study

Teacher 1’s grid data consists of 8 constructs and 11 elements, representing the teachers ranging from the most effective to the most ineffective. The 10th and 11th elements show the current and the ideal teacher that Teacher 1 wants to become at the beginning of the study. The FOCUSed grid of Teacher 1 as shown in figure 4.1 reveals the construct and element trees at 80% cut off point.

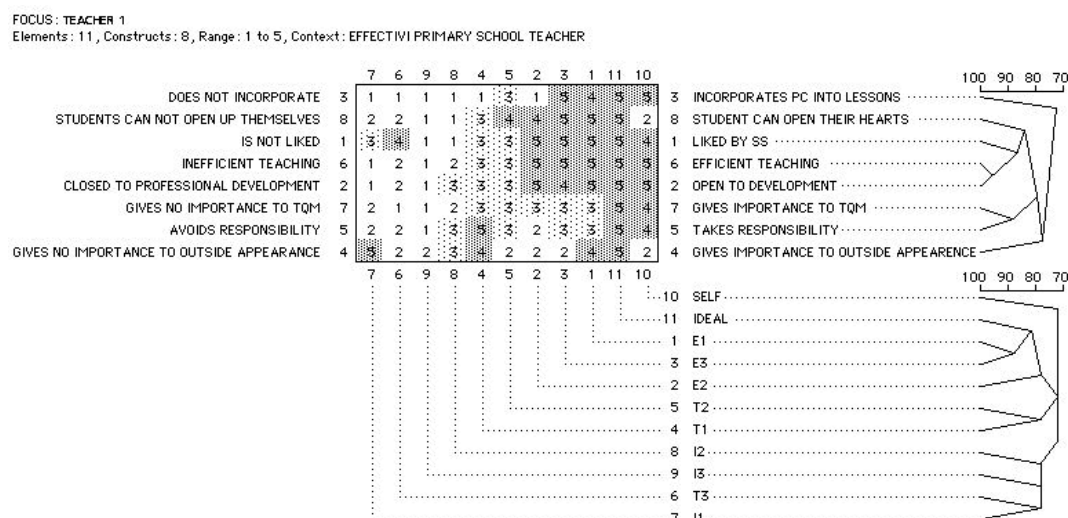


Figure 4.1 Teacher 1's FOCUSED grid at the beginning of the study

- Construct links**

The repertory grid data of Teacher 1 at the beginning of the study was objected to FOCUS analysis. The FOCUS analysis of Teacher 1's data produced two construct clusters and two isolated constructs (see figure 4.1). His most related constructs at 95.5 % level are open to development (C2) and efficient teaching (C6). This pair is subordinated by the constructs student can open their hearts (C8) and is liked by the students (C1) at 84.1% level. This might reveal that Teacher 1 regards being open to professional development and being liked and trusted by the students as prerequisites for efficient teaching in the primary grades. Indeed the constructs open to development (C2), efficient teaching (C6), and is liked by the students (C1) are among the high priority constructs of Teacher 1. During the follow up interview, Teacher 1 expressed the following regarding this construct cluster:

Quotation 1:

I think one has to be more than the mediator of the book while teaching in the grades four and five. There are some techniques offered in the course-book, but a teacher should be able to add diversity to his lessons to teach efficiently. He has to be open to professional development to improve his teaching. Nowadays this can be done through participating in teacher forums on the net and incorporating technology into the classes. Another issue, but a very important point is that the pupils like you and your lessons. If they like you, they may come to you with their problems and ask for some advice. On parental meetings, parents report that the first homework done is

my homework because they like me and hence my lesson. I like it to be 'the teacher' in other words to be charismatic among the students.

The above statement indicates the views of Teacher 1 regarding the features of an effective primary school teacher. Indeed Teacher 1 had been working as an active teacher in the same private school for years and had a good reputation among his colleagues and students.

The cluster towards the bottom of the grid consists of the constructs gives importance to Total Quality Management (C7) and takes responsibility (C5) matching with each other at 88.6% level. The construct gives importance to his outside appearance (C4) links to the above-mentioned pair at 77.3% level. The construct incorporates Personal Computer into his classes (C3) stands out as an isolate construct linked to the cluster gives importance to his outside appearance (C4) at 72.7% level at a super-ordinate position. The highest association of this construct is with efficient teaching (C6) at 80% match level. The construct gives importance to TQM (C7) was the second and incorporates PC into his classes (C3) the fifth high priority construct of Teacher 1. Hence, Teacher 1 might be assumed to give importance to Total Quality Management as well as to his outside appearance. He is a responsible person who tries to incorporate PC into his lessons. During the follow up interview Teacher 1 expressed the following regarding his construing on this cluster:

Quotation 2:

For years, I have been working at various private schools. If the school gave importance to Total Quality Management principles, the whole school flourished. Though the aim of mine is to improve our school, some teachers do not want to take any responsibility regarding extra-curricular tasks. They do not seem to comprehend that the better the advertisement, the more chances we will have to choose the crème de la crème of the students and the more successful we will be as the whole school, and the better our salaries will be. This advertisement can be made by the students or the media due to the activities performed.

Considering (C4), regardless what some teachers at our school wear, everything looks fine. I am not of that kind. I have to ponder quite much what to wear on each day and sometimes look quite shabby. I try to be good in my lessons and try to incorporate technology and use it throughout my lesson.

- **Element Links**

The FOCUS analysis of Teacher 1 at the beginning of the study revealed one isolate and two clusters regarding the features of effective, typical, and ineffective teachers (see figure 4.1). When we look at the main cluster at the top of the grid, it can be seen that E1 and E3 are forming a pair with each other at 87.5% match level. Teacher 1's ideal self is related to this pair at 81.2% and E2 at 78.1% level. E2 subordinates this pair (E1&E3) at the level of 71.9%, together with the pair consisting of T2 and T1 matching each other at 78.1%.

T3, I1, I3, and I2 are all associated with each other at 78.1% match level and form one big cluster.

The level of similarity among the efficient teachers is higher than that of the ineffective and typical teachers. Hence, it might be suggested that Teacher 1 has a clearer perception regarding the features of the effective teachers than that of the typical and ineffective ones teaching ELT at the grades of four and five. Furthermore, Teacher 1's perception of his current self, an isolate at the beginning of the study, is related to his ideal perception of himself at 71.9% match level. This might indicate that Teacher 1 perceives him to have features from all the teacher groups, but considers himself closer to the efficient teachers' group rather than that of the inefficient and typical as the highest association of Teacher 1 at the beginning of the study is at 78% with E3.

4.1.1.2. The Content and Structure of Teacher 1's Personal Theories at the End of the Study

Teacher 1's grid data consists of 10 constructs and 11 elements at the end of the study. Figure 4.2 shows the FOCUSed grid of Teacher 1, the construct and element trees at 80% cut off point at the end of the study.

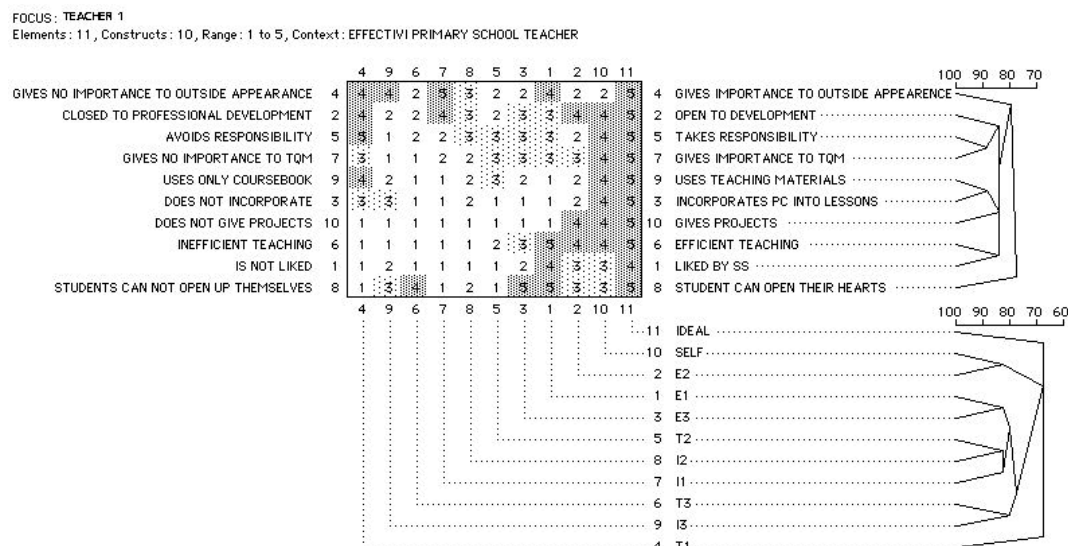


Figure 4.2 Teacher 1's FOCUSED grid at the end of the study.

- **Construct links**

Teacher 1's grid data produced one big cluster and two isolates at the end of the study (see figure 4.2). At the top of the cluster, the constructs give importance to TQM (C7) is linked to take responsibility (C5) at 88.6% match level. The construct open to development (C2) subordinates this construct pair consisting of gives importance to TQM (C7) and takes responsibility (C5) at 84.1% match level. Hence, according to Teacher 1, teachers who give importance to professional development will also give importance to TQM and will take any responsibility necessary to realize these. Towards the middle of the cluster the constructs incorporate PC into his classes (C3) and uses teaching materials (C9) form a pair at 88.6% match level. The construct gives projects (C10) subordinates these at 84.1% level. Indeed the constructs incorporate PC into his classes (C3) and uses teaching materials (C9) are among the high priority constructs of Teacher 1. Teacher 1 can be assumed to regard an efficient primary school EFL teacher as somebody who uses versatile materials, gives projects to the pupils at the primary grades of four and five and incorporates PC into his classes during his lesson. Teacher 1 incorporated gives projects (C10) and uses teaching materials (C9) to the construct data at the end of the study. Teacher 1 stated the following for these recently added constructs:

Quotation 3:

The pupils themselves are quite good at preparing materials for their own class. I try to give now more tasks to my students, as I believe that,

they learn more while they are on a certain task. Recently, I have made my students conduct interviews with their family members having different professions and record these on video cameras. We watched these later on the PC and they seemed to be quite professional despite their easy questions in English. I asked the vocabulary they had used in their exams and they remembered these better than they remembered those in the book. I now, give them projects that they may conduct at home on their computer or on paper. I give a plus sign for each project as well as for different purposes such as participation. I consider these plus signs while evaluating the overall achievement of my students in the primary grades of four and five.

Teacher 1, at the end of the study, has succeeded to incorporate family members to the English learning process of the students. He has been able to do this with the original tasks that he has assigned them to do. Besides, Teacher 1 has also developed a holistic way for the grading of his pupils.

The constructs, efficient teaching (C6) and is liked by the students (C1), form a pair at 84.1% match level at the bottom of the cluster. These two constructs are also among the high priority constructs of Teacher 1. Teacher 1 might perceive being liked by the students as a prerequisite for efficient teaching in the primary grades of four and five (see quotation 1). At the same match level, all three sub-clusters are associated with each other and thus shape the main cluster. At the end of the study, Teacher 1 cannot place the isolate constructs student can open their hearts (C8) and gives importance to his outside appearance (C4) within the main cluster. Despite the fact that Teacher 1 considers these two constructs important, he cannot associate these with the features necessary for teaching in the grades of four and five, as C4 is linked to the main cluster at 79.5% and C8 at 77.3%.

- **Element Links:**

The FOCUS analysis element links of Teacher 1 at the end of the study produced three clusters and two isolated elements. At the top of the grid data, Teacher 1's perception of his current self and E2 form a pair at 82.5% match level. At the beginning of the study Teacher 1's perception of himself stood as an isolate. Teacher 1 now regards himself to have similar features with the second most effective teacher. Within the main cluster E1 and E3 form a pair at 82.5% match level and T2, I2, and I1 match at 82.5%. These two groups of teachers link with each other at 80%. Thus, Teacher 1 might be assumed to have clarified his views on the features of effective teachers as

they seem to have different characteristics from that of typical and ineffective ones. However, for Teacher 1, typical and ineffective teachers share some common features. At the bottom of the grid, T3 and I3 form another cluster at 80% level. Teacher 1's perception of his ideal self as a teacher stands out as an isolate at the end of the study whereas; it was associated with the effective teachers at the beginning of the study. Similarly, at the bottom of the grid, T1 stands out as another isolate element at the end of the study. The underlying reason for the ideal perception of Teacher one to stand out at the end of the study was expressed by him as follows:

Quotation 4:

At the beginning of the study I regarded the ideal teacher not to be much different from my effective teachers. At the end of the study, I recognized that I deemed the effective teachers as effective because they were teaching us the way we were accustomed to be taught. The ideal teacher that I had in my mind did almost none of the activities introduced throughout the program.

4.1.1.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of the grid data obtained at the beginning and at the end of the study for Teacher 1 showed an element consensus of 63.6% and a construct consensus of 37.5% over 80% match level.

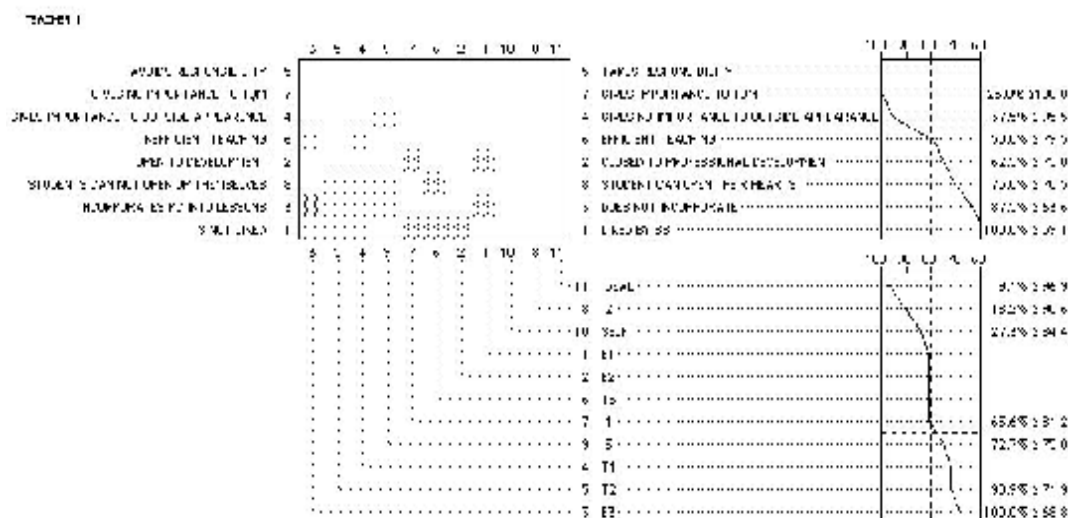


Figure 4.3 The exchange analysis of Teacher 1's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of Teacher 1's two grids, obtained at the beginning and at the end of the study, revealed structural changes in five constructs out of eight. Besides, it also revealed structural changes in four elements out of eleven. The constructs, which have shown significant structural changes at 80% cut-off point in the sequence from the least to the most, are efficient teaching (C6 -79.5%), open to development (C2-75%) , student can open their hearts (C8- 70.5%), incorporates PC into his classes (C3-63.6%), and is liked by the students (C1-59.1%) (see figure 4.3). This might be an indication that Teacher 1 underwent deconstruction and reconstruction in almost two third of his constructs in his initial grid-data. When we examine the construct efficient teaching (C6) in order to see the changes this structure underwent, it can be seen that efficient teaching (C6) formed a tight match with the construct open to development (C2) at 95.5% match level, subordinated by the constructs student can open their hearts (C8) and liked by the students(C1). However, in the second grid the construct efficient teaching (C6) forms a pair with liked by the students (C1) at 84.1% match level. Whereas, C2 as above-mentioned formed a tight pair with C6 at the beginning of the study, it subordinates the constructs takes responsibility (C5) and gives importance to TQM (C7) at the end of the study. The construct incorporates PC into his classes (C3) was an isolate at the beginning of the study. At the end, it formed a pair with uses teaching materials (C9) which was subordinated by give projects (C10). Teacher 1 added to his constructs repertoire the constructs uses teaching materials (C9) and give projects (C10) at the end of the study (see figures 4.1 & 4.2). Teacher 1 stated the following for these associations:

Quotation 5:

The use of PC in the lessons will for sure catch students' attention but not many of my colleagues have that facility at state schools. I have seen many great an idea during the course that emerged regarding teaching materials. I give tasks "projects" to my students now quite more than usual and I try to be more students centered.

The above statement of Teacher 1 might be considered as an indication of the fact that he has benefited from the ideas arousing in the discussions during the teacher development program labeled 'teaching English at the grades of four and five'. He now gives more tasks and makes use of other teaching materials besides the P.C.

The elements that have shown structural change in the order from the least to the most are I3, T1, T2, and E3. At the beginning of the study, I3 was with I2, T3 and I1

within the same cluster. However, at the end of the study I3 formed an element pair with T3. T1 and T2 formed a loose pair at the beginning of the study; however, at the end of the study T1 stood as an isolate. E3 formed a pair with E1 but at the end of the study, it was again a pair with E1 but this time the elements in the cluster showed great variation. These associations reveal that Teacher 1 has undergone some changes regarding the features he attached to his elements but the groups of teachers, except the effective ones, do not show a clear-cut pattern at the end of the study (see figure 4.3).

4.1.2 Teacher 2

Teacher 2 is a graduate of the English Language Teaching Department at Selçuk University, Konya. After her graduation, she has been teaching English for four years at high school level and in the primary grades for one year. She did not attend any teacher development programs except the one that was obligatory at the beginning of her teaching career. The reason for attending this one was stated by her as in the following:

My colleague at the school told me that she was going to attend this teacher development program on teaching young learners as she had missed the last one offered. Therefore, I decided to come with her with the aim of increasing my knowledge and to spend the weekend for a good reason.

The statement above indicates that some teachers tend to join teacher development programs if some colleagues do it as well, especially colleagues with whom they can get on well. This might stress the importance of co-operative development among teachers.

4.1.2.1 The Content and Structure of Teacher 2's Personal Theories at the Beginning of the Study

Teacher 2's grid data consists of 10 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 1 as shown in figure 4.4 reveals the construct and element trees at 80% cut off point.

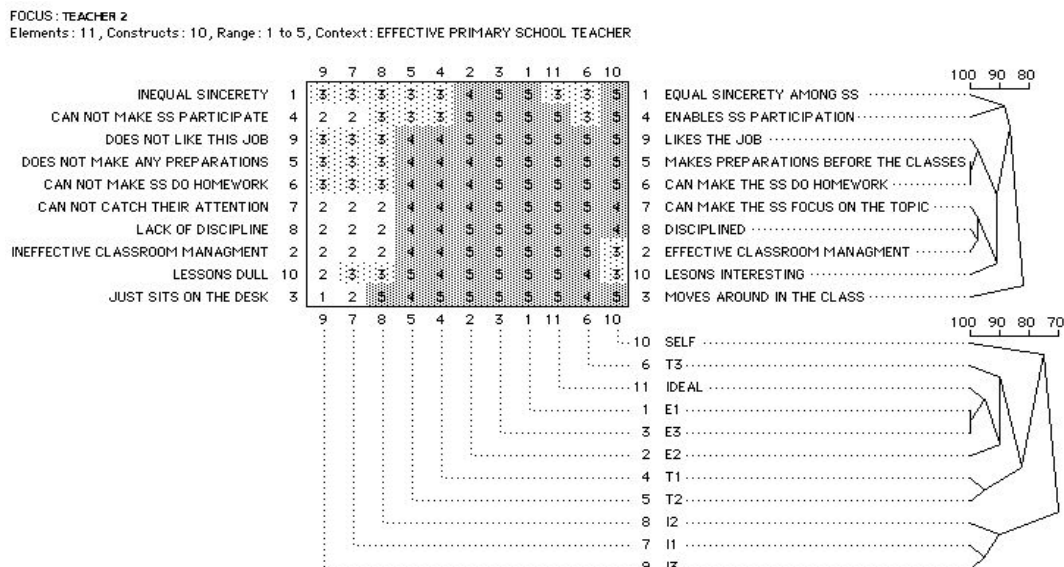


Figure 4.4 Teacher 2's FOCUSED grid at the beginning of the study

- **Construct links**

Teacher 2's grid data at the beginning produced three construct clusters and one isolated construct. The first cluster consists of the clusters equal sincerity among students (C1) and enables students' participation (C4) that form a pair at the top of the grid. The isolate construct moves around in the class (C3) has a direct link to this cluster-pair at 84% match level. Hence, Teacher 2 might be assumed to regard primary grades four and five English teachers as teachers who treat students with equal sincerity and make them participate in the class by walking throughout their lessons. On asking Teacher 2 what she meant by sincerity she stated the following:

Quotation 6:

There should not be any teacher's pets in the class. Of course, some students will be sympathetic to you but you should not make the class notice this and try to embrace the whole class with equal love and respect.

Teacher 2 believes in equal treatment of all the students. Students should be treated equally. Teachers should not have any favorites in their classes. In the classes there should not be any disfavored and therefore discriminated students.

Towards the middle of the grid, the constructs make preparations before the class (C5), can make the students do homework (C6) are associated at 100% match level. The construct likes his job (C9) is associated with these two constructs at 97.7% level. Hence, Teacher 2 can be said to construe the personal characteristics of an effective primary grades of four and five English teachers as to like their profession, prepare

before they come into classes and make the students do their homework as well. Indeed these are among the high priority constructs of Teacher 2 at the beginning of the study. When Teacher 2 was asked to comment on this cluster, she mentioned the following:

Quotation 7:

One has to like his job in order to do it properly. You cannot bear the children, if you do not like your job. I think of my classes beforehand and consider with my mind's eye the pupils in my class and think of problems that might arouse during the lesson, make plans, and prepare materials and tasks for them. As they cannot learn English just with the two hours they have during the week I expect them to do their homework regularly.

The views expressed above show some considerations that many English language teachers have. The Ministry of Education does not measure English in mainstream exams. The hours for teaching English are insufficient. Teachers try to increase the hours in which students deal with English. Furthermore, she states the necessity of loving children in order to be a good teacher.

The construct cluster at the bottom of the grid consists of three constructs associated with each other at the same percent match level. The constructs effective classroom management (C2), disciplined (C8), can make the students (ss) focus on the topic (C7) are all associated at 97.7% match level. The construct lessons interesting (C10) subordinates this cluster at 90.9% match level. Teacher 2 might be assumed to regard the in-class behavior of an efficient primary grades four and five English language teacher as somebody who is disciplined, can manage the class effectively, and has interesting lessons on which he can make the students focus.

- **Element Links**

The element links of Teacher 2 at the beginning of the study revealed three clusters and an isolate. Within the big cluster E1 and E3 match each other at 100% level. Teacher 2's ideal self as a teacher is the next element associated with these at the 95% match level. T3 and E2 are associated with these (E1, E2, and Ideal) at 90% match level. Teacher 2 has clear views regarding the properties of her effective teachers. T3 has the same ratings with the effective teachers except the constructs enables ss participation (C4) and equal sincerity among ss. (C1) Teacher 2's ideal perception of herself differs from the effective teacher only in equal sincerity among students (C1). This difference might indicate that Teacher 2's ideal teacher might not establish equal sincerity among students. However, this difference does not have to mean that the

students are treated unequally. Asked on this rating of her ideal perception, she stated the following:

Quotation 8:

You cannot always hide your feelings. Sometimes you reveal your feelings with little remarks or sometimes with your behaviors. Even if you do not intend to, your “well done” expression sounds livelier to some students than to others. However, this statement is not to be taken as an excuse for or approval of discrimination among students.

In this quotation, we can see the difficulty that teachers sometimes might have in maintaining equal distance to the students. Despite its difficulty, it’s an endeavor worth attempting as affective variables play an important role during the learning process. As feelings are mutual, some students will feel themselves neglected if a teacher displays his/her feelings.

Towards the bottom of the grid T1 and T2 pair at 95% match level. At the bottom of the grid I1 and I2 pair at 95% match level. I3 associates with these two at 90% match level.

Teacher 2’s current self- perception stands out as an isolate at the beginning of the study. Teacher 2 regards herself to have commonalities with both her effective and typical teachers but considers herself in need of improvement particularly with the constructs effective classroom management (C2) and lessons interesting (C10). Regarding these two constructs, Teacher 2 made the following statement:

Quotation 9:

Indeed, I want to have flawless classes running smoothly. I am sometimes irritated by some students’ behaviors. Looking back, I know that I have established authority. Can teachers’ authority mean effective management or interesting lessons? Students do show behaviors indicating interest but this can mean that they act out according to my expectations.

Teacher 2 seems to have her doubts regarding the procedures she employs throughout her lessons. Indeed, she seems to be aware of the fact that there might be teacher directed classes giving the impression of working like clockwork, but much teaching will not equal to much learning. One way to follow whether the students are still on the topic might be attempting to have constant feedback from the students throughout the lesson.

4.1.2.2 The Content and Structure of Teacher 2's Personal Theories at the End of the Study

Teacher 2's grid data consists of 13 constructs and 11 elements at the end of the study. Figure 4.5 shows the FOCUSED grid of Teacher 2, the construct and element trees drawn at 80% cut off point.

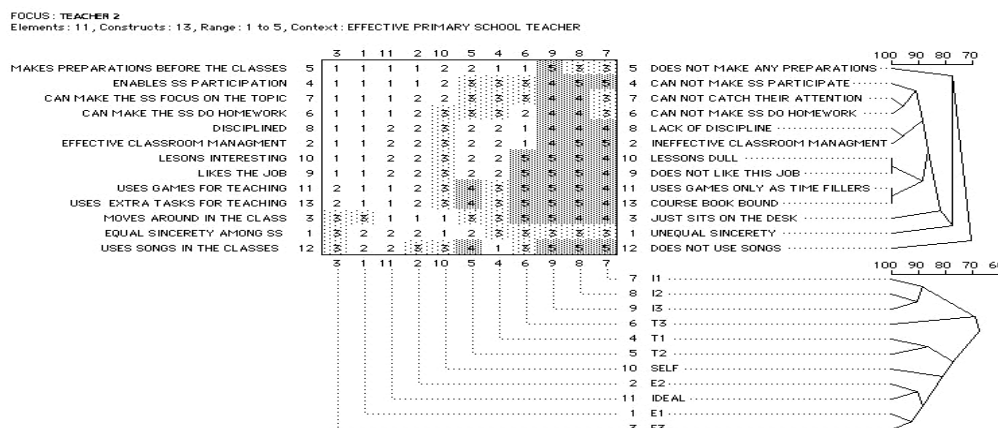


Figure 4.5 Teacher 2's FOCUSED grid at the end of the study.

- **Construct link**

Teacher 2's grid data, at the end of the study, revealed one big cluster with three clusters and four isolates. The constructs uses extra tasks for teaching (C13), uses games for teaching (C11) link with each other at 100% match level just like lessons interesting (C10), and likes his job (C9). These two pairs are associated with each other at 81.6% match level within the cluster at the bottom of the grid. The constructs moves around in the class (C3) and equal sincerity among students (C1) subordinate this cluster at the levels of 81.8% and 77.3% match level respectively. Indeed the constructs C13, C11, C9, and C3 are among the high priority constructs of Teacher 2. The constructs uses extra tasks for teaching (13), uses games for teaching (C11) are among the recently introduced constructs into her construct system. When Teacher 2 was asked for the personal meaning she attached to this particular cluster, she stated the following:

Quotation 10:

Some of the students who analyze the book at the beginning of the term will get easily bored if you follow the course-book strictly. In order to hinder the students from getting bored, a teacher should have many activities in her repertoire using the same material. She should make use of games as well while teaching. Students' attitude towards an activity changes

automatically, if you label that activity a game. However, while playing a game, she has to join it as well. It does not mean that she has to be among the contesters but she is to be active throughout. I believe this can only be achieved if a teacher likes his job. If you do not like your job, you will try to do it with a minimum of effort and thus will have boring lessons in which you just try to kill the time.

Teacher 2 states in this quotation that teachers should not be only the readers of course-books. The students who will read the books in advance will be bored unless the teacher teaches the topic using a variety of techniques. Teachers should not be the slaves of the teaching material. Many times, teachers of other branches teach English at the fourth and fifth grades. Their teaching practice is strictly course book bound. This, as stated by Teacher 2, leads to boredom and barriers towards learning English. Another negative point is the formation of errors in spelling and pronunciation, as the students tend to mispronounce the words they have learned from their teachers.

The constructs disciplined (C8) and effective classroom management (C2) form a pair at 95.5% match level. At the top of the grid, can make the students focus on the topic (C7) and can make the ss do homework (C6) match at 95.5%. The construct enables ss participation (C4) forms a cluster with the constructs C6 and C7 at 90.9%. Hence, at the end of the study, Teacher 2 regards being disciplined as a prerequisite for effective classroom management. Teacher 2 can be assumed to consider English teachers' classes as places where students come with accomplished homework, participate in the lessons, and focus on the topics taught. Teacher 2 stated the following regarding these clusters.

Quotation 11:

The atmosphere created within the classes depends largely on your attitude. If you establish common classroom principles together with the students, write and hang them to a spot seen by everyone in the class, students will conform to them more willingly than to those set up by you. They should understand the reason behind each of the classroom rules. I think that students' classmates are more effective in making the class suit to their rules than the teachers. The students as well as the teacher should consider in their actions the common principles established. Respect to the classroom rules and among classmates is the basic premise to be hold for unproblematic classes.

The constructs uses songs in the classes (C12) and makes preparations before the class (C5) are isolates at the end of the study. Though an isolate, construct makes preparations before the class (C5) is still among the high priority constructs of Teacher 2. The recently added construct to her repertoire at the end of the study is uses songs in the classes (C12). She does not seem to incorporate this recent construct into any of her existing clusters. In the follow up interview Teacher 2 stated that, despite being aware of its advantages, she had not made use of songs in the class so far. She neither had the technological facilities in her school nor dared to sing herself.

- **Element Links**

The element clustering in Teacher 2's grid reveals a clear-cut pattern at the end of the study (see figure 4.5). Each teacher group (Efficient, Typical & Inefficient) forms a separate group. At the top of her grid Ineffective teachers form a cluster. I3 and I2 form a sub-cluster with each other at 90.4%. I1 subordinates I2 and I3 at 88.5% match level.

T1 and T2 form a pair at 86.5% match level. At the bottom of the grid, there is a cluster consisting of two sub clusters. In this cluster, one sub cluster consists of E2 and Teacher 2's ideal perception of a teacher linked with each other at 90.4%. The other sub-cluster consists of E1 and E3 matching with each other at 92.3% level. These two sub-clusters link with each other at 88.5% match level (see figure 4.5). Teacher 2's rating of her current self is placed between the typical teachers and effective teachers. Teacher 2 seems to regard herself to have both the features of typical teachers and effective teachers. However, she regards herself closer to the effective teachers, as she associates herself with E2 at 80.8% match level and with T2 at 76.9% match level. At the end of the study, she indicated uncertainty in eight out of her thirteen constructs. These are; can make the ss do homework (C6), disciplined (C8), effective classroom management (C2), uses extra tasks for teaching (C13), uses games for teaching (C11), lessons interesting (C10), and likes his job (C9). When she was asked on this, she stated the following:

Quotation 12:

I do not know why I have considered myself in need of improvements in the features that I have considered myself to be quite sure. Before, I considered myself rather effective in comparison to my colleagues at my school. However, when I compared myself with some teachers participating

in the teacher development program, I saw that I had to improve some of my classroom practices.

4.1.2.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 2 showed a construct consensus of 66.7% and an element consensus of 81.8% over 80% match level.

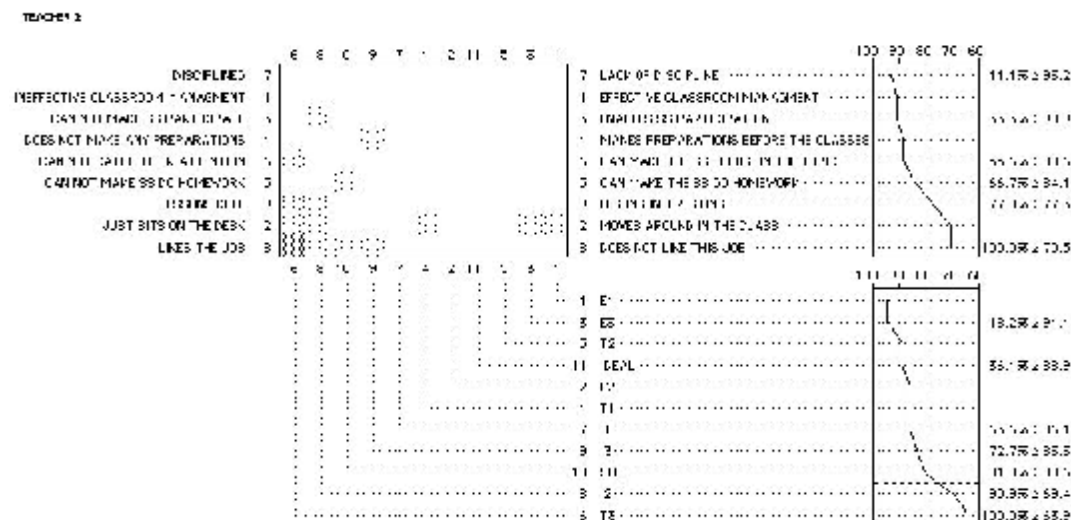


Figure 4.6 The exchange analysis of Teacher 2's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of Teacher 2's grids revealed that three out of her nine constructs have shown significant structural changes at the end of the study. These constructs are; lessons interesting (C9-77.3%), moves around in the class (C2- 70.5%), and likes his job (C8-70.5%) (see figure 4.6). On examining the grid data obtained at the beginning and at the end of the study in order to identify the structural changes that construct lessons interesting (C9) has gone through, we obtained the following links established. At the beginning of the study, this construct lessons interesting (C9) was associated at 81.8% with the cluster consisting of the constructs disciplined (C8), effective classroom management (C2), and enables ss participation (C4). These constructs associated with each other at 97.7% match level. However, at the end of the study, this construct matched at 100% level with the construct likes his job (C9) within the same cluster together with the constructs uses games for teaching (C11) and uses extra tasks for teaching (C13). These two constructs (C11) and (C13), also, match each other at 100%. Teacher 2, at the end of the study, seems to think that teachers who like

their jobs will not have dull lessons. They will make use of games, a variety of techniques and materials within their classes for teaching the relevant topics.

The construct moves around in the class (C2) is an isolate construct at the beginning of the study. It relates to the grid data at 81.6% match level. At the end of the study, this construct remained again an isolate construct. However, this time it was associated looser than the first time with 77.3% match level to the grid. At the first time, construct lessons interesting (C9) was among the constructs associated with each other at the closest; whereas at the end of the study, the closest constructs were uses games for teaching (C11) and uses extra tasks for teaching (C13). Hence, Teacher 2 might be said not to have a clear perception about this construct both at the beginning and at the end of the study.

The last construct, which showed structural change according to the 80% significance level, is the construct likes his job (C8). At the beginning of the study, this construct was related to the construct pair makes preparations before the classes (C5) and can make the ss do homework (C6) at 97.7% match level; whereas, at the end of the study, it was related to the construct lessons interesting (C9) at 100% match level. Teacher 2 has shown structural changes in one third of her clusters at the end of the study. This might indicate that she, at the end of the study, has a clearer view on these constructs due to the experiences she has had. In comparison to her first grid data obtained at the beginning of the study, at the end of the study she has incorporated three more constructs into her existing construct cluster. These were uses games for teaching (C11), use songs for teaching (C12), and uses extra tasks for teaching (C13). Except uses songs for teaching (C12), an isolate at the end of the study, all the others have incorporated into the existing clusters.

The exchange analysis of Teacher 2 revealed some significant structural changes in the elements too (see figure 4.6). These elements are I2 (69.4%) and T3 (63.9%). At the beginning of the study, I2 relates at 90% match level to I1 and I3. At the end of the study, I2 forms a pair with I3 at 90.4% level. I1 subordinates I2 and I3 at 88.5% match level. Teacher 2, like at the beginning of the study, can be said to have clear views regarding the features of ineffective teachers due to high match levels. However, at the end of the study, I2 found its proper place within the placement among the ineffective teachers. She began to think that I2 has more properties in common with I3 at the end of the study, unlike the beginning of the study.

T3 relates to the group of effective teachers and Teacher 2's ideal self at the beginning of the study. However, at the end of the study T3 is an isolate between the ineffective and typical teachers; nevertheless, closer to the ineffective teachers at 69.2% match level than to the typical teachers at 67.3% match level. This might indicate that Teacher 2 is still unclear about whether she is going to place T3 among her typical or ineffective teachers.

4.1.3 Teacher 3

Teacher 3 graduated from the ELT Department at Selçuk University, Konya. She did not start working right after her graduation. She has been working at a private science high school for one year and is currently teaching at a private elementary school. Besides the obligatory INSET program offered by the Ministry of Education for all teachers, she attended the programs that were initiated and conducted at the institutions she has been working so far. Her reason to attend this program is:

I want to improve my teaching practice. I forgot many of the teaching techniques, as I did not commence teaching right after my graduation.

However, in the beginning, I felt reluctant to participate, as I was ordered by the school principal to attend this teacher development program, but the collegial atmosphere here made me look forward to the Saturday mornings.

The statement of Teacher 3 for attending 'Teaching English at the 4th and 5th grade Teacher Development Program' indicates the importance of ownership and voluntary participation. Among the reasons for teacher development programs not to reach their aims, to lead for changes Yumru (2000, p. 2) states "the lack of ownership for new ideas and innovations". As in this teacher's case the initial attitude present might change after some time. She was participating involuntarily at the beginning of the study, but the relations, present among the participants, the collegial atmosphere, made her look forward to the upcoming session.

4.1.3.1 The Content and Structure of Teacher 3's Personal Theories at the Beginning of the Study

Teacher 3's grid data consists of 7 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 3 as shown in figure 4.7 reveals the construct and element trees at 80% cut off point.

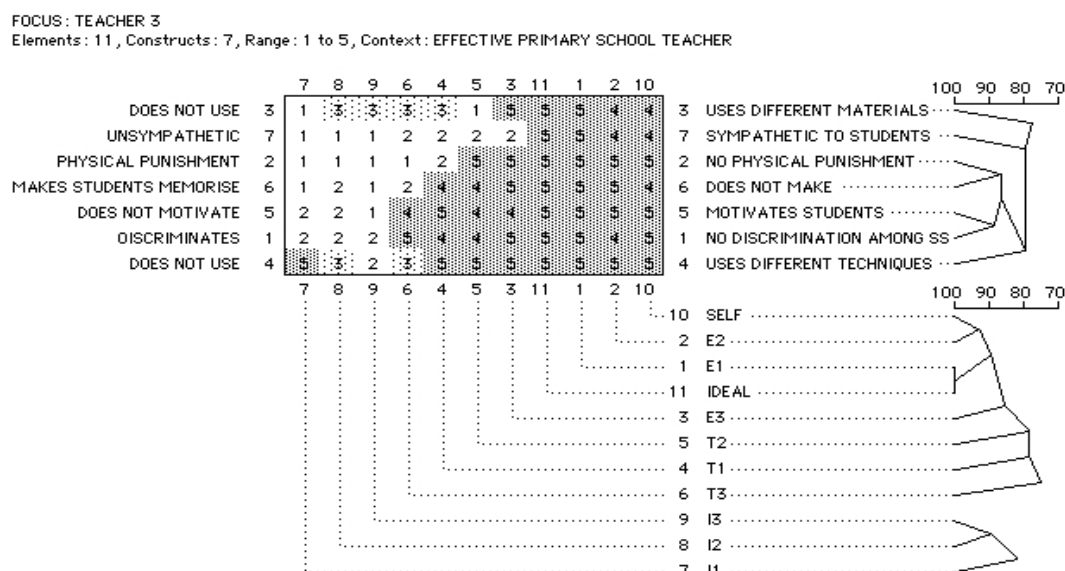


Figure 4.7 Teacher 3's FOCUSED grid at the beginning of the study

- **Construct links**

The FOCUSED grid of Teacher 3 at the beginning of the study reveals one big cluster consisting of two sub-clusters. The sub-cluster at the bottom of the main cluster consists of the constructs no discrimination among students (C1) and motivates students (C5) associated with each other at the level of 88.6%. The second sub-cluster consists of the constructs no physical punishment (C2) and does not make students memorize (C6). These two constructs (C2&C6) associate with each other at 86.4% match level.

Teacher 3 might be assumed to regard the features of an effective English language teacher teaching at the primary grades of four and five to be of equal distance to each student and has thus no favorites in her class. She does not make the students memorize and uses no physical punishment. She tries to motivate the students. These constructs were among the five most important constructs of Teacher 3 at the beginning of the study. When Teacher 3 was asked to comment on this cluster but particularly on discrimination, she provided the following explanation:

Quotation 13:

I had a Mathematics teacher in the primary school that asked me constantly questions and thus made me study for each lesson in advance. However, he went to another school. His successor did not talk to the girls. This is discrimination. I regard student participation, regardless of any socio-economic factors, as important. We have to motivate our students for

learning English as they regard this endeavor useless since they already have a medium to communicate. Besides, the proficiency of English is not measured in mainstream state exams during the primary education. As students do not consider it important, I constantly try to make my students aware of the importance of a foreign language. I try not to use physical punishment even to those students who are regarded by other teachers as “in need of their daily dose”. My personal belief on the use of physical punishment is that it is not a remedy for any problem but helplessness. I have never felt the need to hit students. Furthermore, I do not want students to parrot the text they read. I want my students to understand the structure and use the language.

In this statement, we see the effects of childhood experiences on teachers. The experiences that teachers had during the years as students will effect the way they teach and approach the learners and the teaching and learning process. “We all have been through hundreds of hours observing teachers at work and this has led a strong image of what teaching is and how it should be done” (Scrivener 1994, p. 2).

The constructs uses different materials (C3), uses different techniques (C4), and sympathetic to students (C7) are isolate constructs at the beginning of the study. These constructs uses different materials (C3), uses different techniques (C4), and sympathetic to students (C7) link to the grid data at various levels. The construct uses different materials (C3) is related at 77.3%, uses different techniques (C4) at 79.5%, and sympathetic to students (C7) at 82% match level to the grid data. Indeed the construct sympathetic to students (C7) is one of Teacher 3’s high priority constructs besides those already mentioned. Regarding this high priority construct Teacher 3 made the following explanation:

Quotation 14:

Being sympathetic to students does not mean to clown around just to be popular among students. It means to understand their problems, their needs, interest, and try to be a remedy for these.

- **Element Links**

The elements of Teacher 3 at the beginning of the study revealed a clear-cut pattern and two clusters. The most associated elements are Teacher 3’s perception of her ideal self as a teacher and her most effective teacher matching each other at 100% match level.

These two link at 89.3% to the cluster-pair consisting Teacher 3's current perception of herself and E2. These two (E2 and Self) match each other at 92.9%. At the beginning of the study Teacher 3 might be assumed to regard herself among her effective teachers. This assumption can be made due to the close relation between the second most effective teacher of Teacher 3 and her current perception of herself (see figure 4.7). Moreover, as Teacher 3 rated identically four constructs of her current perception with her ideal perception of an effective English language teacher teaching the fourth and fifth grades, she might be assumed to regard herself close to her ideal (see figure 4.7). E1, E2, Teacher 3's current and ideal perceptions of an effective English language teacher are subordinated by E3 and Teacher 3's typical teachers at differing rates below 80%.

The other cluster consists of Teacher 3's perception of ineffective teachers. I3 and I2 associate with each other at 89.3% match level and I1 subordinates these at 82.1% match level. These associations make us assume that Teacher 3 has certain views on her effective and ineffective teachers but not on her typical teachers.

4.1.3.2 The Content and Structure of Teacher 3's Personal Theories at the End of the Study

Teacher 3's grid data consists of 10 constructs and 11 elements at the end of the study. Figure 4.8 shows the FOCUSED grid of Teacher 3 with the construct and element trees drawn at 80% cut off point.

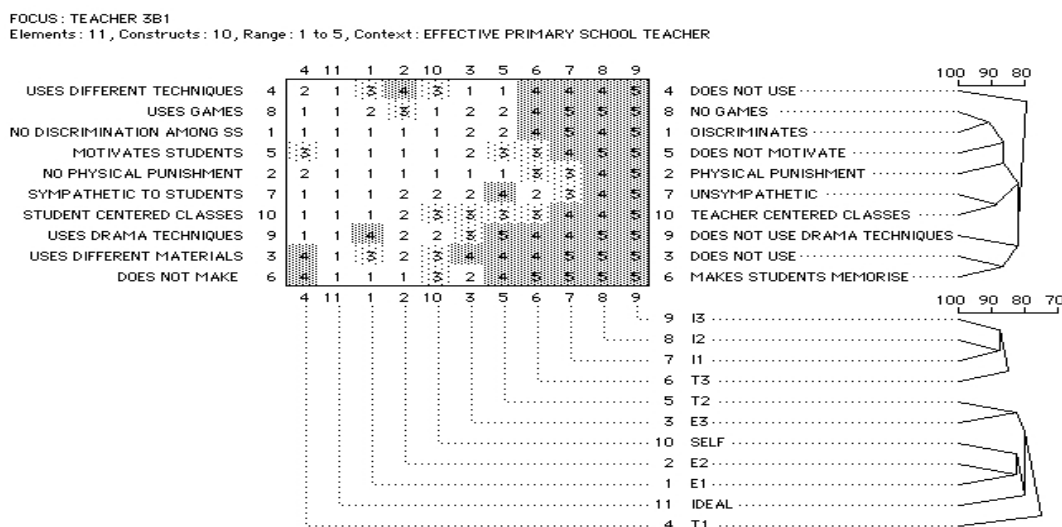


Figure 4.8 Teacher 3's FOCUSED grid at the end of the study.

- **Construct links**

The FOCUSed analysis of the grid data of Teacher 3 produced three clusters at the end of the study. The first cluster, at the top of her grid, consists the constructs Uses games (C8) and No discrimination among students (C1) matching each other at 90.9%. The constructs Motivates students (C5) and No physical punishment (C2) subordinate uses games (C8) and No discrimination among students (C1) at the level of 86.4%. Teacher 3 at the end of the study might be assumed to regard the personal features of effective fourth and fifth grade English language teacher as teachers who do not make discrimination among students and make use of games while teaching English. Besides, they motivate their students constantly and try to abstain from physical punishment (see Quotation 13).

The next cluster consists of the clusters Sympathetic to students (C7) and Student-centered classes (C10) forming a pair at 88.6%. Hence, Teacher 3 seems to regard fourth and fifth grade English teachers to have student-centered classes and to be sympathetic to their students. The construct Sympathetic to students (C7) was, at the end of the study, the fifth among Teacher 3's high priority constructs. When Teacher 3 was asked on this cluster, she provided the following explanation:

Quotation 15:

Understanding the needs and interests of your students is important for a teacher to be able to address to them. When you address to the needs and interests of the students, you will have student-centered classes where students are active within the process of learning.

The last cluster pair at the bottom of the grid consists of uses different materials (C3) and does not make student memorize (C6) associated with each other at 86.4% match level. The construct Uses drama techniques (C9) is linked to the cluster pairs consisting of (C3) – (C6) and (C7)-(C10) at 81.6% level. Thus, it is possible to argue that Teacher 3 at the end of the study, considers effective primary grades of four and five English teachers as those who use different materials in their classes, make use of drama techniques and do not make the students memorize. When she was asked to comment on this cluster, she provided the following explanation.

Quotation 16:

We have prepared sketches for a school evening. Using drama and role-play in teaching English makes the students remember what they have learned for a long time. Even though memorization is also important in

language learning, I consider memorizing meaningless chunks of knowledge ineffective. Teachers should seek for understanding rather than memorization. The information that the students acquire should be somehow relevant to their lives.

In fact the constructs Uses different materials (C3), Sympathetic to students (C7), and Uses drama techniques (C9) besides No discrimination among students (C1) and Uses games (C8) are among the most important constructs of Teacher 3 at the end of the study. Out of these constructs, Uses games (C8), Uses drama techniques (C9), and Student centered classes (C10) are added to her repertory grid data at the end of the study. Teacher 3 might be assumed to have incorporated new constructs as a result of the new experiences she had. A further point worth mentioning is that Teacher 3 regards herself in need of improvement in four of her constructs (see figure 4.8). These are Does not make student memorize (C6), Uses different materials (C3), Student centered classes (C10), and uses different techniques (C4). The changes in Teacher 3's constructs were in the form of adding a new construct Student centered classes (C10) to her construct data and rating the constructs present differently at the end of the study. She stated the following, regarding the change that her constructs underwent:

Quotation 17:

We discussed the use of drama in the teacher development course. Afterwards I prepared some sketches for the class evenings. I was against memorization but while they were preparing for the evening, they increased their amount of vocabulary hugely. The outcome was surprising. Besides, the activities mentioned contributed much to my knowledge regarding teaching materials and techniques and enabled me to have more student-centered classes in the primary grades of mine.

- **Element Links**

The FOCUSed analysis of Teacher 3's elements at the end of the study revealed three clusters. The cluster at the top of the grid consists of Teacher 3's ineffective teachers. I3, I2, and I1 are associated with each other at 87.5% match level. T3 is linked to this cluster at 85% level. The second cluster consists of T2 and E3 linked with each other at 82.5%. Teacher 3's current perceptions of herself, her most and second most effective teachers associate with each other at 82.5% level and thus form another cluster. The ideal that Teacher 3 wants to become is linked to this cluster at 80%.

4.1.3.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 3 showed an element consensus of 54.5% and a construct consensus of 57.1% over 80% match level.

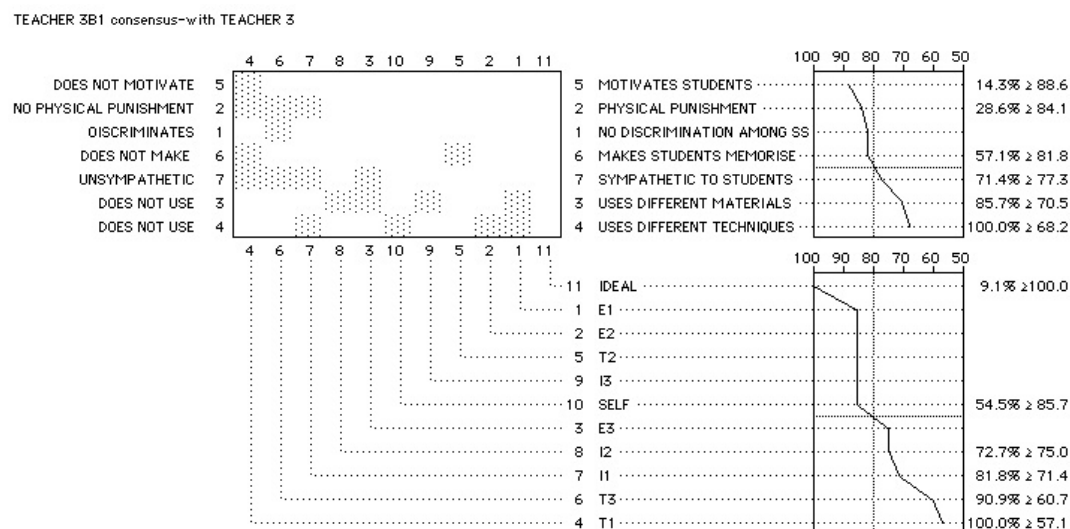


Figure 4.9 The exchange analysis of Teacher 3's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of the FOCUSED grid analyses of Teacher 3 revealed structural changes in three constructs and five elements. The constructs that have shown structural change from the least to the most at 80% cut off level are Sympathetic to students (C7), Uses different materials (C3), and Uses different techniques (C4). When we look at the FOCUSED analysis performed at the beginning and at the end of the study in order to see the structural changes that these constructs have undergone, we see the following links established. The construct Sympathetic to students (C7) was at the beginning of the study an isolate associated with the main cluster at 79.5%. Whereas, at the end of the study it formed a cluster with the construct student centered classes (C10). Teacher 3, at the end of the study, seems to relate the feature of being sympathetic to the teaching process. At the beginning, however, she thought it to be a personal feature of fourth and fifth grade English language teachers. At the beginning of the study, Uses different materials (C3) was an isolate linked to the whole grid at 77%. At the end of the study it formed a cluster at 86.4% with Does not make student memorize (C6) and was subordinated by the construct Uses drama techniques (C9) at 81.6% (see figures 4.7 and 4.8). The last construct that has shown structural change is uses different techniques (C4). At the beginning of the study, this construct was an

isolate at the bottom of the grid associated with the main cluster at 79.5% level. At the end of the study, it still remained an isolate but this time at the top of the grid in superordinate position linked to the cluster again at 79.5% (see quotation 17).

The elements that have shown structural changes, from the least to the most, are E3, I2, I1, T3, and T1. At the beginning of the study, E3 associated at 80% with the main cluster consisting of Teacher 3's current self-perception - E2 and E1 – Ideal perception of an effective English language teacher (see figure 4.8). At the end of the study, E3 was associated with Teacher 3's perception of her current self at 80%. Teacher 3, at the end of the study, seems to have distanced herself from her second most effective teacher but is within the same cluster with E2 and E1 at the end of the study. The ineffective teachers formed a separate cluster at the beginning of the study. I3 and I2 were associated with each other at 89.3%. I1 subordinated these at 82.1% level (see figure 4.8). At the end of the study, the ineffective teachers of Teacher 3 formed a cluster with each other at 87.5% and were subordinated by T3 at 85% match level. T3 at the beginning of the study was an isolate linked to the grid at below 80% match level. Teacher 3 seems to have clarified her views regarding the ineffective teachers as a whole. Besides, she also seems to have changed her views regarding T3 as she placed T3 in its correct position right after I1 according to its efficiency (see figures 4.7 and 4.8).

T1 was also an isolate at the beginning of the study linked to the grid data at 78.6%. At the end of the study, T1 remained an isolate and matched the grid data at 75% match level. She does not seem to have clear-cut views regarding the features of T1 as it was an isolate both at the beginning and at the end of the study. When Teacher 3 was asked on these changes in her elements, she could not provide an answer. However, she said that during the application of the Rep-Grid for the second time she had spent much thought while rating T1. T1 was the representation of a teacher that Teacher 3, as well as many students, liked but could not regard as an effective fourth and fifth grade English language teacher. This might be due to the reason that Teacher 3 considers T1 in need of improvement in the constructs Does not make student memorize (C6) and Uses different materials (C3) (see figure 4.8).

4.1.4 Teacher 4

Teacher 4 is a graduate of, Middle East Technical University, Department of Archeology in Ankara. After getting a Teaching Certificate, she began teaching

English. She has been teaching at the secondary stage of the primary education and is currently teaching for three years the grades of four and five together with the grades of six, and seven. She explained her reason to be within this community as in the following:

I am not a graduate of the ELT department. I became an English language teacher due to the reason that some of our courses were taught in English. The amount of the courses taught in English exceeded forty credits. After obtaining a Teaching Certificate in the fourth grade, I was appointed as an English teacher. After teaching in a village for four years at a primary school, I was appointed to a school in the suburbs of Konya. I have been teaching there the grades four and five since my appointment. I want to learn some techniques that I can apply while teaching my kids in my English classes.

Besides the graduates of English Language Teacher Education Departments, graduates of diverse departments with 40 credits of English during their B.A studies or with B level proficiency in KPDS exam may become teachers of English. From 2004 on the graduates of English Language and Literature, American Culture and Literature, English Language, and Translation departments are given priority during their appointment as English language teachers. They may become English teachers after obtaining a certificate during a three months summer course. These certificates are given to them from the ELT departments at various universities for their participation in a Pedagogical Formation Program organized with the cooperation of YÖK, MEB and the relevant university.

Given the vast resources of departments for becoming an English teacher, Young Learner Teacher Development Programs are becoming of vital importance. Until the year of 2000 there were even in EFL departments no courses directed towards teaching young learners. The proficiency in a language is not equal to the ability of teaching that language; especially if it is teaching children.

4.1.4.1 The Content and Structure of Teacher 4's Personal Theories at the Beginning of the Study

Teacher 4's grid data consists of 11 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 4 as shown in figure 4.10 reveals the construct and element trees at 80% cut off point.

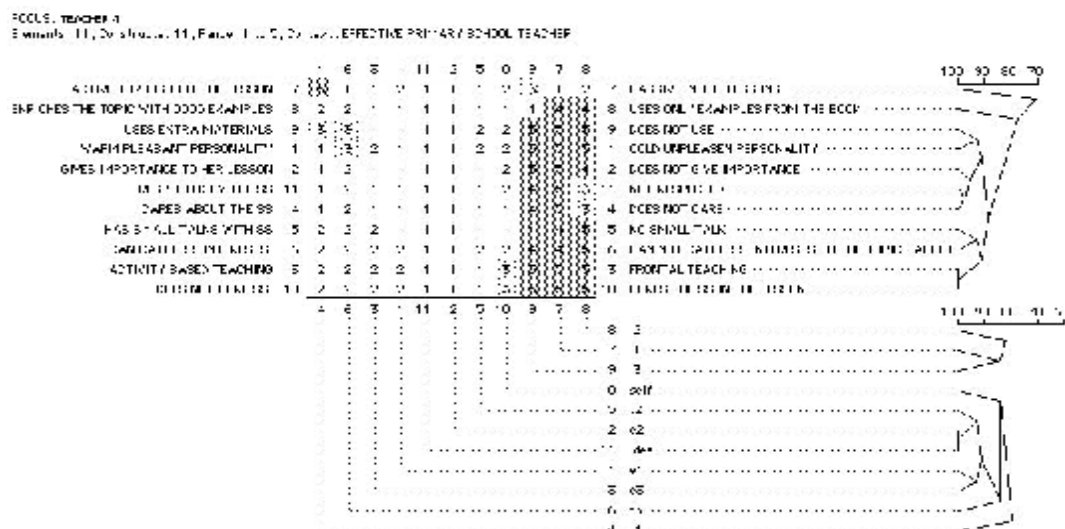


Figure 4.10 Teacher 4's FOCUSED grid at the beginning of the study.

- **Construct links**

The grid data of Teacher 4 revealed two-element clusters and two isolated constructs at the beginning of the study. The isolated constructs of Teacher 4 are active throughout the lesson (C7) and enriches the topic with good examples (C8). The construct active throughout the lesson (C7) is at a super ordinate position over all the other constructs within the grid of Teacher 4. Due to this fact, it might be speculated that Teacher 4 may have regarded these constructs (C7 and C8) as features of teachers in general but not as principal features fourth and fifth grade English language teachers.

If we look at the first cluster at the top of the grid, we see that it consists of two sub-clusters. The first sub-cluster at the top of the grid consists of the constructs uses extra materials while teaching (C9) and warm pleasant personality (C1). Thus it might be assumed that Teacher 4 regards efficient primary grades four and five English language teachers to have warm, pleasant personalities and make use of extra materials besides the course-book while teaching English. The other sub-cluster consists of the constructs cares about ss (C4) and is respected by the ss (C11) matching with each other very highly at 97.7% match level. These two constructs are associated with the construct gives importance to her lesson (C2) at 95.5% match level. These high construct links make us assume that Teacher 4, at the beginning of the study, thinks that further features of effective primary fourth and fifth English teachers are; to give importance to their lessons, to care about the individual pupils' problems in their classes, to have gained the respect of their students in their classes.

Indeed gives importance to her lesson (C2) was the highest rated construct among the high priority constructs of Teacher 4. The second highest rated construct was warm pleasant personality (C1). When Teacher 4 was asked on the associations made, she provided the following explanation:

Quotation 18:

In the school where I teach, the socio-economical level of the students is quite low. I was almost in tears when I saw that students collected money among each other during break time and bought bread as their breakfast. It seems that families do not care much about their children. I have been warned about some potential problematic students. When I talked to them in private, I heard stories about broken families, absolute poverty, and alcoholism among the families. A motherly attitude to the children hinders many problems even before they occur. My strongest comment is “my children do not show behaviors of that kind”. Mere children they are, after a while, they try to act in line with your expectations. If you care about your students’ problems and try to be a remedy or at least a colorful change from their daily- grey life, they will give you their respect and love.

The cluster at the bottom of the grid consists of two construct pairs forming two separate sub-clusters linked with each other at 95.5% match level. The highest association in this grid is among the constructs activity based teaching (C3) and does not bore the ss (C10) at 100% match level (see figure 4.10). Hence, it might be thought that Teacher 4 assumes that teachers who have activity based classes will not bore their students. The constructs associated with these two constructs are has small talks with ss (C5) and can catch ss interests to the topic taught (C6). She elucidated these associations with the following:

Quotation 19:

I regard it as important to show the students that I do care for them. At each lesson, I have a small talk with them before I make a smooth transition to the topics that I intend to teach that day. I try to make my students participate in whatever I do in the classes. Generally, we have many activities in the class that English is a part of but not the primary concern. Since the students are active throughout the lesson, they do not have time to get bored.

- **Element Links**

Teacher 4's elements at the beginning of the study do not indicate a clear-cut pattern. That is her typical and effective teachers do not form separate groups. Teacher 4's FOCUSED grid analysis at the beginning of the study revealed two element clusters (see figure 4.10). The ineffective teachers of Teacher 4 formed a cluster. I1 and I3 formed a sub-cluster subordinated by I2 at 86.4% level.

The second cluster consists of Teacher 4's remaining teachers. These are the typical teachers, the effective ones, and her current and ideal perception as a teacher. Teacher 4's ideal self is associated at 100% match level with her second most effective teacher. T2 is associated with these (ideal and E2) at 95.5% match level. The most effective teacher (E1) and her third most effective teacher (E3) match at 95.5%. These are within the same cluster and relate to the sub-cluster consisting of E2, T2 and Teacher 4's ideal perception of a teacher at 90.9% match level. Hence, it might be assumed that Teacher 4's perception of her ideal self, at the beginning of the study, is almost identical with E2, and shares more commonalities with T2 than E1, and E3. Associated with this cluster at 86.4% are Teacher 4's perception of her current self and her third typical teacher. T1 subordinates these at 79.5% level. Drawing on these element associations, it might be assumed that Teacher 4 regards herself, at the beginning of the study to have features common with the effective and typical teachers; but the direct link between Teacher 4's current self-perception and of T3 reveals that she considers herself more related with T3.

4.1.4.2 The Content and Structure of Teacher 4's Personal Theories at the End of the Study

Teacher 4's grid data consists of 11 constructs and 11 elements at the end of the study. Figure 4.11 shows the FOCUSED grid of Teacher 4, the construct and element trees at 80% cut off point.

- **Construct links**

In the middle of the grid, the constructs enriches the topic with good examples (C8) and has small talks with ss (C5) are associated with each other at 97.7% match level. Teacher 4 at the end of the study seems to regard giving striking examples and having private talks with the students as a prerequisite for teaching. When she was asked on this association, Teacher 4 provided the following explanation:

Quotation 20:

Many times, it is the example given that makes the students remember the topic. Especially in teaching vocabulary, I try to incorporate many different examples, pictures, and metaphors into my courses. One of the participants showed us how to use clip-art. I now use interesting pictures in the worksheets that I hand out to my students.

Towards the top of the grid uses extra materials while teaching (C9) and is respected by the ss (C11) form a cluster matching each other at 97.7% level. At the top of the grid gives importance to her lesson (C2) and cares about ss (C4) match at 97.7% level. Teacher 4, at the end of the study seems to regard giving importance to the lessons and preparing extra materials; therefore, caring for the students and being respected by them as further features of good English teachers teaching at the fourth and fifth grade.

- **Element Links**

Teacher 4's grid data revealed four clusters at the end of the study. In her second FOCUSED grid analysis Teacher 4 seems not to have a clear-cut view regarding the features of the teachers she had categorized. She categorized these as effective, typical, and ineffective teachers. The groups of effective and typical teachers are not in separate cohorts. Only the group of ineffective teachers forms a separate group. The ineffective teachers match at 91.7% level. At the end of the study, Teacher 4 seems to have now more precise opinions regarding the features of the ineffective teachers as there is a tightening in the match levels of these (see figure 4.10 and 4.11)

Teacher 4's ideal perception of a teacher is associated with her most effective teacher at 100% match level. The second most associated elements are E1 and E3 linked to each other at 97.7% match level. E1 is also associated at the same match (97.7%) level with E2. E1 is associated with T2 at 95.8% match level. Despite the fact that the elements are not clear-cut, the high match levels makes us suggest that Teacher 4 has, at the end of the study, a clearer view regarding her perceptions of typical and effective teachers. The last cluster consists of the elements regarding Teacher 4's perception of herself and T3 (see figure 4.11). Teacher 4, like at the beginning of the study, regards her similar to T3. At the end of the study T3 was associated with Teacher 4's perception of her current self at 89.6% match level; whereas, at the beginning of the study it was 84.1%. This stable association indicates that beliefs regarding self-efficacy are very difficult to change as the perception of the self is regarded similar to that of the society. The core

esteem that a teacher has established with his practices is indeed the features that are personalized. Each change leading to a change in her practice will also lead to a self-threat perception. Kelly 1963, (p. 151) states the following regarding the self as an element:

Consider only that the self is one of the elements. Now, since the construct is a way of holding its elements in place, the self is held in place by any construct by which the self is construed. The self-governing construct, or, more specifically where other people's presumed constructs are elements, the role governing construct, provides a way of anticipating one's own responses. The result is social poise.

4.1.4.3 Changes Observed Between the Beginning and the End of the Study

The Exchange Analysis of Teacher 4 showed an element consensus of 90.9% and a construct consensus of 90.9% over 80% match level.

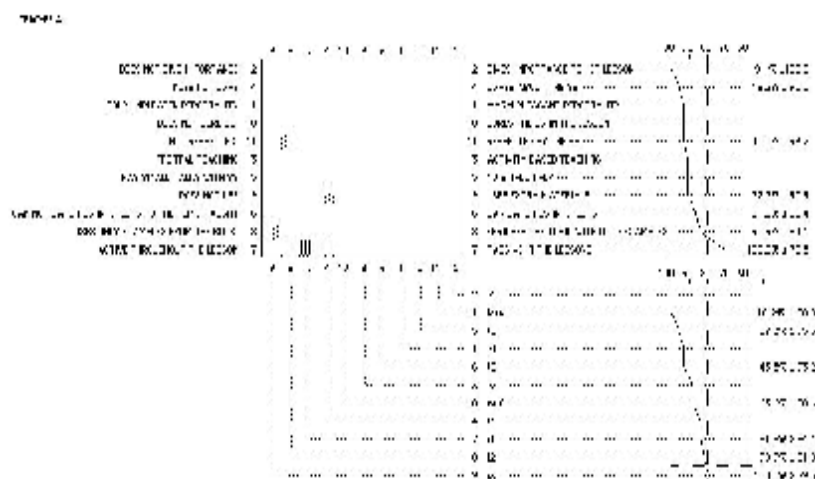


Figure 4.12 The exchange analysis of Teacher 4's FOCUSED 1 and FOCUSED 2 grids.

The Exchange Analysis of Teacher 4 revealed only little change at the end of the study. Teacher 4's construct that showed significant structural change is active throughout the lesson (C7). The level of change is 70.5% at 80% cut off point (see figure 4. 12). On examining the way this construct was associated at the beginning and at the end of the study, we obtained with the following associations made. At the beginning of the study, the construct active throughout the lesson (C7) was an isolate together with the construct enriches the topic with good examples (C8). At the end of the study, the construct enriches the topic with good example (C8) formed a cluster

together with the construct has small talks with ss (C5) at 97.7% match level. However, active throughout the lesson (C7) remained an isolate. She seems to be unable to place this construct within any of her other clusters at the end of the study. When Teacher 4 was asked on this particular construct, she provided the following explanation:

Quotation 21:

A teacher should not teach only the first four rows. If she does so, the rest of the class will remain as background. She has to move around in the class and in order to know what is going around at the back of the class. If she moves around, it will be easier to control the class. Besides, she should show enthusiasm for the games played.

Teacher 4's element that showed significant structural change consists only of I3 (79.5%). If the element clustering is going to be analyzed in order to determine the changes in the structure of I3, following can be traced back. At the beginning of the study, I1 was associated with I2 and I3 at 86.4% match level. At the end of the study, I3 was associated with I1 and I2 at 91.7% (see figures 4.10 & 4.11). The typical and effective teachers do not show a clear-cut pattern at the end of the study. However, at the end of the study, Teacher 4 seems to have clarified her views regarding the features of ineffective teachers compared to those of effective and typical teachers.

4.1.5 Teacher 5

Teacher 5 is a graduate of Hacettepe University, Ankara. She taught English for thirteen years at different high schools in Konya. Last year, she was appointed to a primary school in the city center. She has not attended any long lasting seminars so far except the obligatory one offered by the M.E.B. The only seminars she attended were on fast reading and on total quality management.

After teaching at various high schools, I have problems in controlling the class at the elementary levels. Although I love kids, they always make an unbearable noise. As I am accustomed to teaching at high schools, I have problems in managing the class. These kids cannot stand still. My intention in taking part in this TD program is to learn about some techniques to control them and to keep them silent.

This statement reveals the necessity of teacher development programs before changes in the national curriculum are implemented. The above statement indicates that teachers attend teacher development programs if they perceive a need for it (Yumru

2000, p.2). Furthermore, teachers try to teach in the way they were accustomed to as it can be understood from the words ‘control, keep them silent’. Teachers, as well as the society, draw on the constructs of teaching present in the society; in other words on the “traditional ways in which other language teacher throughout history made sense of what it means to be a language teacher” (Williams and Burden, 1997, p.52).

Furthermore, the Commonality Corollary of the Personal Constructivist Psychology expresses the following (Kelly, 1963, p.90); “to the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person”. Teachers have experienced similar conditions throughout the professional lives as well as before. Although the Individuality Corollary states that “person differ in the construction of events” (Kelly, 1963, p.55) and thus seems to contradict the Corollary of Commonality at first sight, Kelly states that even the existence of an Individuality Corollary necessitates the existence of a Commonality Corollary. He (Kelly, 1963, p.90) elaborates the Commonality Corollary as follows:

If a person’s processes are psychologically channelized by the ways in which he anticipates events, and if he anticipates the events by construing their replications, it may seem obvious that we are assuming that, if two persons employed the same construction of experience, their psychological processes would have to duplicate each other.

Hence, some commonality is established within the teachers in line with the similarity of the replications with their expectation, as well as with that of the society with them as foreign language teachers.

4.1.5.1 The Content and Structure of Teacher 5’s Personal Theories at the Beginning of the Study

Teacher 5’s grid data consists of 9 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 5 as shown in figure 4.13 reveals the construct and element trees at 80% cut off point.

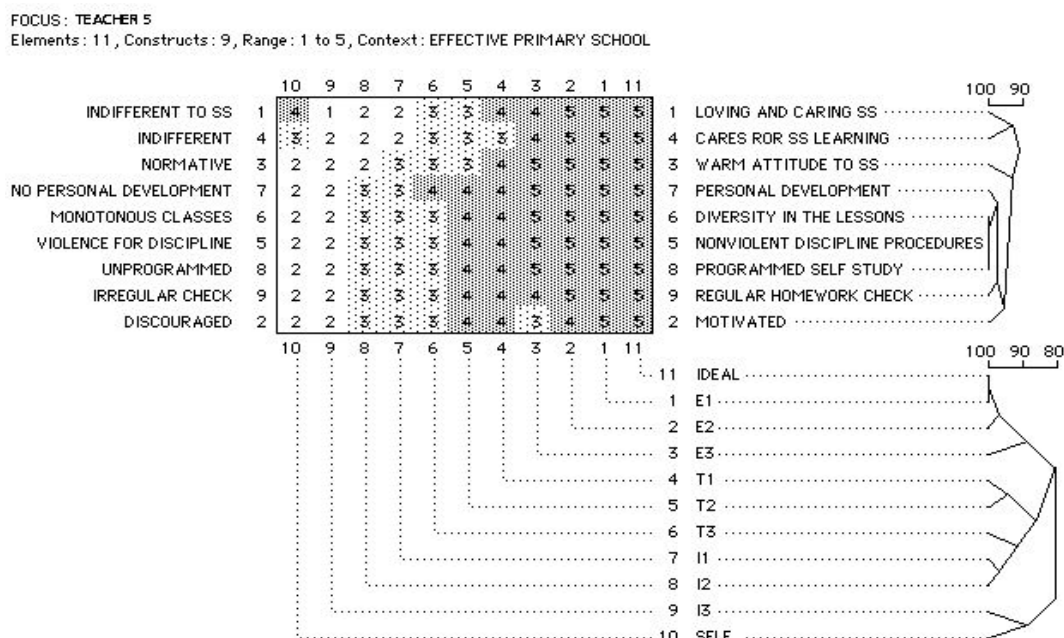


Figure 4.13 Teacher 5's FOCUSED grid at the beginning of the study

- **Construct links**

The FOCUS analysis of Teacher 5 produced two clusters and two isolates at the beginning of the study (see figure 4.13). When we look at the top of the grid, we see that loving and caring ss (C1) and cares for ss learning (C4) associate at 93.2% match level. Therefore, Teacher 5 assumes that effective fourth and fifth grade English teachers love and care for their students and for their learning. The construct loving and caring ss (C1) is rank ordered as the highest of her most important constructs. The reason behind the importance given to this construct is expressed as in the following:

Quotation 22:

A teacher should love his job and thus the students. If she cares for the students, she will care for their school related as well as private problems. Even if you cannot do much for them, many times being a trustworthy, emphatic listener will suffice to understand and guide them during their difficult years of adolescence.

The construct warm attitude towards the students (C3) is an isolate construct linked to the constructs personal development (C7) at 93.2% and to cares for ss learning (C4) at 90.9% match level. This might indicate that Teacher 5 regard this feature more related to the personal characteristics of fourth and fifth grade English teachers rather than the features of teachers of English in general. The second cluster consists of five constructs. The constructs diversity in the lessons (C6), non-violent

discipline procedures (C5), and programmed self-study (C8) match at 100% level. The constructs personal development (C7) and regular homework check (C9) subordinate these (C6, C5, C8) at 97.7% match level. The isolate construct motivated (C2) relates to this cluster at 95.5% match level. Thus, Teacher 5 seems to regard fourth and fifth grade English teachers as motivated teachers who try to develop themselves, study for this aim regularly, have non-violent discipline procedures, check their students' homework regularly, and try to employ a variety of techniques in their classes. The constructs non-violent discipline procedure (C5), personal development (C7), programmed self-study (C8), and regular homework check (C9) were rated in this order as her most important constructs at the beginning of the study. Teacher 5 commented on the importance she attaches to this cluster as:

Quotation 23:

I cannot forget being slapped and how furious and embarrassed it made me feel. I was bored and did not study. A teacher should understand to add some diversity into his classes, make himself superfluous, and his students independent learners after some time.

• **Element Links**

Teacher 5's element cluster expresses a clear-cut pattern (see figure 4.13), that is, the groups of teachers (Effective, Typical, and Ineffective) form a separate cluster each. The elements of Teacher 5 at the beginning of the study revealed three main clusters. At the top of the grid data, the ideal self-perception of Teacher 5, E1 and E2 form a cluster. The ideal self-perception of Teacher 5 matches at 100% level with E1. E2 relates to E1 at 97.2%. E3 links to this cluster at 88.9% match level. Hence, Teacher 5 regards her ideal self as a primary grade of four and five English language teacher identical with E1. The most effective teacher is the one that Teacher 5 wants to become.

In the middle, the ineffective teachers (I1 and I2) are linked with each other at 97.7% level. T3 is associated with these at 91.7% match level. The element pair consisting of T1 and T2 associated with each other at 94.4% match level relates to the cluster consisting of T1, T2, T3, I1, and I2 at 80.6% match level. The last cluster at the bottom of the grid consists of the construct pairs I3 and Teacher 5's perception of her current self. These (I3 and Self) are associated with each other at 88.9% match level. When Teacher 5 was asked about this association, she provided the following explanation:

Quotation 24:

I have serious problems with children. I know that they do not mean bad, but they do not understand. They are so demanding. I explain the grammar rules many times, they seem or pretend to understand, but after five minutes, everything is gone.

This statement indicates that teachers tend to teach many times the way that they are accustomed. After teaching grammar for long years at various high schools, she tries to teach deductively grammar, abstract and above the cognitive abilities of the fourth and fifth graders, who are according to Piaget (Piaget 1955, p.14) still in the ‘concrete operational stage’

4.1.5.2 The Content and Structure of Teacher 5’s Personal Theories at the End of the Study

Teacher 5’s grid data consists of 12 constructs and 11 elements at the end of the study. Teacher 5’s FOCUSED grid as shown in figure 4.14 reveals the construct and element trees drawn at 80% cut off point.

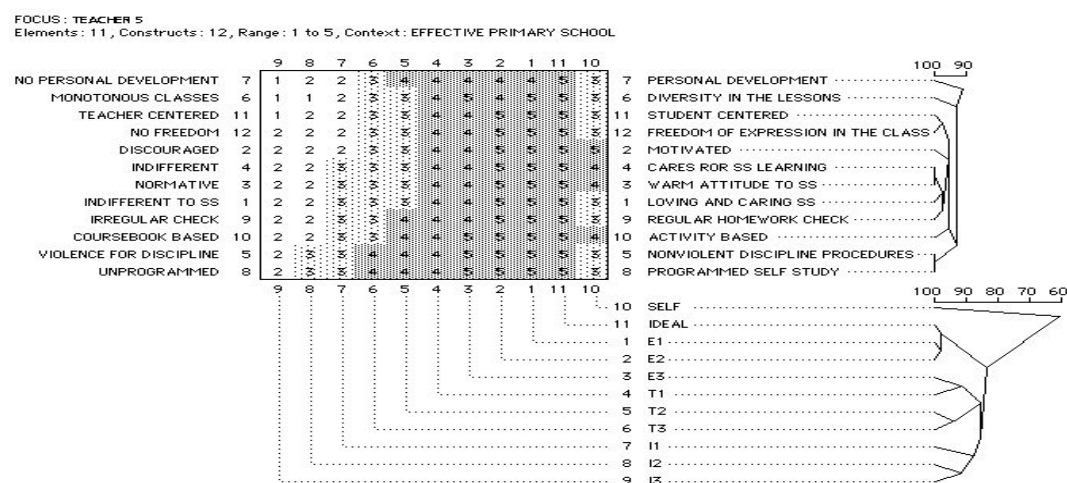


Figure 4.14 Teacher 5’s FOCUSED grid at the end of the study.

- Construct links**

Teacher 5’s FOCUS analysis, at the end of the study, produced two clusters and two isolates. At the bottom of the grid, non-violent discipline procedures (C5) and programmed self-study (C8) match at 100% level and form a cluster. This cluster is associated with the other cluster at 93.2% match level. At the end of the study, all constructs of Teacher 5 are related quite closely with each other; however, regarding

constructs C5 and C8 she seems to think that teachers who study regularly will also make use of non-violent discipline procedures. When Teacher 5 was asked on this association between the constructs violent discipline procedures (C5) and programmed self-study (C8), she voiced the following:

Quotation 25:

Corporal punishment cannot be the solution. Some children even want to see, how far they will go until you will use physical punishment.

Throughout the teacher development program, I was able to hear what my colleagues were doing and to learn about other steps to be taken for maintaining classroom rules. If I had not participated in this program, I would not have learned about calling the children to account while determining and applying the classroom rules, applying token policy, or informing the parents to hinder many problems before they occur. Making the children understand the idea behind the rules and conforming to the rules as a teacher as well are the prerequisites for the application of rules. Beating the children up and telling them not to hit their classmates will not work.

In the main cluster, the constructs that are associated at 100% match level are warm attitude towards ss (C3) and cares for ss learning (C4). The constructs loving and caring ss (C1) regular homework check (C9) subordinate these at 97.7% match level. The constructs motivated (C2) and activity based teaching (C10) relate to this cluster at 95.5% match level. The cluster pair consisting of the constructs student centered classes (C11) and freedom of expression (C12) associate with each other at 97.7% match level. These two constructs relate to the main cluster at 95.5% level. Hence we assume Teacher 5, at the end of the study like at the beginning, to think that teachers who have a warm attitude towards the students will also care for their students' learning (see Quotation 22). Besides, she believes such teachers check their students' homework regularly in order to monitor their progress and correct their mistakes. Teacher 5 also thinks that teachers motivated to try new things will be more ready to make use of activity-based teaching. In addition, they will have student-centered classes where the students will be encouraged to develop their verbal and analytical skills. Teacher 5 shed light on the above mentioned construct relations with the following:

Quotation 26:

I expected the pupils in the primary grades of four and five to be similar to the high school students that I was accustomed to teach. However, they differ quite a lot. I love my job and regard my students as our future. I love the students but I do not show it at high school; but with the primary grades of four and five, you have to show it. I try now to have more student-centered classes where they can express their impressions and views open. I try not to follow the course book slavishly but try to incorporate many activities in order to teach the topic. This is sometimes discouraging but I try not to spoil my motivation because I have recognized that English should be a part of the activities to be performed but not the main concern with these learners.

The constructs diversity in the lessons (C6) and personal development (C7) are isolates. At the end of the study Teacher 5 seems not to be able to place the construct diversity in the lessons (C6) within any cluster. On being asked on these two isolates she mentioned the following:

Quotation 27:

Teaching the primary grades of four and five is quite demanding. Whether you like it or not you have to add variety. In order to be able to do this you have to read, look for activities, and think how to incorporate these into your lessons. All these lead to the professional development of fourth and fifth grade English teachers.

- **Element Links**

At the end of the study the elements of Teacher 5 revealed three clusters and one isolate. As opposed to the beginning of the study when the current self-perception of Teacher 5 was associated at 88.9% match level with I3, it is an isolate element. At the end, the current self-perception of Teacher 5 is associated at 60.4% to Teacher 5's perception of her ideal self. This suggests that Teacher 5 regards herself, at the end of the study, distanced from her most ineffective teacher but yet far from her ideal. She regards herself almost in two third of her constructs in need of improvement. She considers herself in need of improvement in the following constructs; diversity in the lessons (C6), personal development (C7), student centered classes (C11), freedom of expression (C12), loving and caring ss (C1), regular homework check (C9), nonviolent discipline procedures (C5) and programmed self-study (C8).

The most related elements at the end of the study matching with each other at 97, 9% are E1, E2 and Teacher 5's ideal perception of herself. The second cluster consists of two cluster pairs. In this cluster T2 and T3 match each other at 93.8% match level and E3 and T1 at 91.7% match level. The last cluster consists of I2 and I3 matching each other at 91.7%. These two constructs are subordinated by I1 at 87.5% level. Except the current self-perception of Teacher 5, all the elements are sequenced according to the sequence of their effectiveness. This indicates that Teacher 5 has at the end of the study clear cut perceptions regarding the three clusters of teachers.

4.1.5.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The Exchange Analysis of Teacher 5 showed an element consensus of 90.9% over 80% match level.

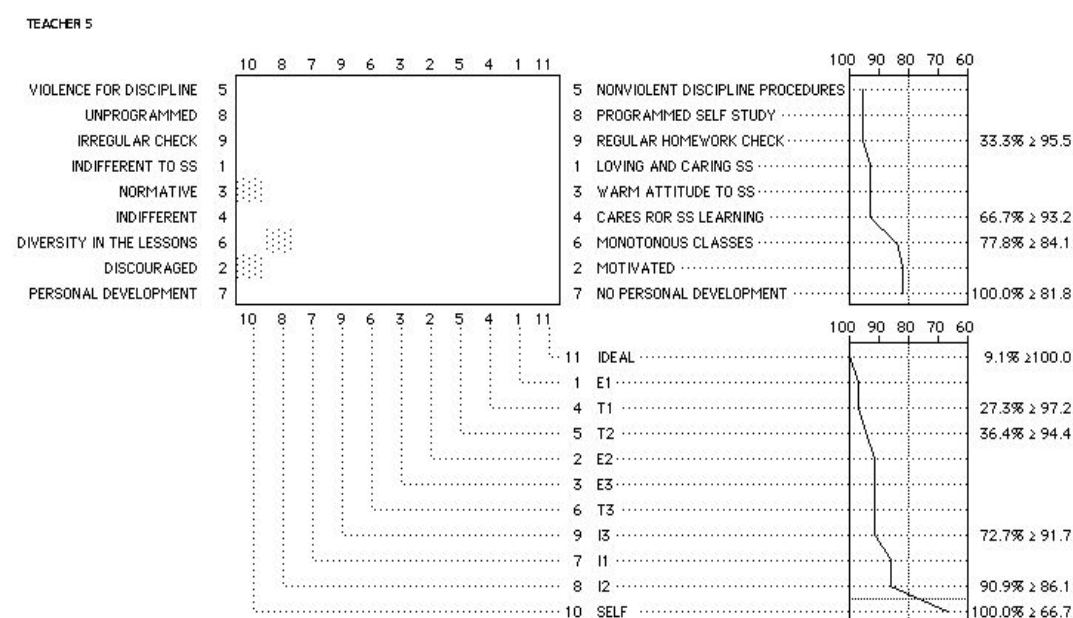


Figure 4.15 The exchange analysis of Teacher 5's FOCUSED 1 and FOCUSED 2 grid

The Exchange analysis of Teacher 5's FOCUSED grids at the end of the study revealed no change in her constructs at 80% cut off level. At the end of the study, the only change was at 66.7% match level in her elements. The element that changed was T5's perception of her current self as a teacher. In order to see the structural changes that Teacher 5 has undergone regarding her perception of her current self, we see the following links established. At the beginning of the study, Teacher 5 associated her

current self-perception with her most ineffective teacher at 88.9% match level (see figure 4.13). The underlying reasons for these might be the reasons mentioned (see Quotations 23, 24 & 25). At the end of the study, Teacher 5's current self-perception is an isolate. The highest association was with T3 at 83% level (see figure 4.14). Teacher 5 at the end of the study might be assumed to consider herself to have some commonalities with all the group of teachers but particularly with T3. The perception of Teacher 5's current self might have changed because of the input provided during the T.D program on teaching English to the fourth and fifth grades. The input provided might have led to an increase in the awareness of herself as a teacher and thus have led to some changes in perception of her current self as a teacher. These associations, made at the beginning and at the end of the study, indicate that Teacher 5 regards herself similar to T3 rather than I3. Although not explicit in the Exchange Analysis, there are also changes in the high priority constructs of Teacher 5. At the beginning of the study, Teacher 5's high priority constructs were loving and caring ss (C1), nonviolent discipline procedures (C5), personal development (C7), programmed self-study (C8) and, regular homework check (C9). However, at the end of the study the high priority constructs are in the sequence of their priority as follows: student centered classes (C11), activity based teaching (C10), programmed self-study (C8), freedom of expression (C12) and, warm attitude towards to ss (C3). The constructs student centered classes (C11), activity based teaching (C10) and, freedoms of expression (C12) are among the new constructs that Teacher 5 added at the end of the study. These three constructs (C10), (C11), and (C12) were incorporated into her existing constructs at the end of the study. Despite the fact that there were not any structural changes in Teacher 5s Exchange analysis, Teacher 5 seems to have undergone quite significant changes at the end of the study as a result of the new experiences she was involved in the 'teacher development program'.

4.1.6 Teacher 6

Teacher 6 had taught for eleven years at various high schools and vocational high schools. Two years ago, she was appointed to a primary school. Within these thirteen years, she has attended five seminars. She attended only one seminar, on active learning, directly relevant to her profession.

There are lots of seminars regarding different topics but seminars directly related to teaching English are not held quite much. I would like to attend

seminars quite much and I hope there would be much more seminars enabling us to develop professionally.

4.1.6.1 The Content and Structure of Teacher 6's Personal Theories at the Beginning of the Study

Teacher 6's grid data consists of 9 constructs and 11 elements at the beginning of the study. The FOCUSED grid of her, as shown in figure 4.16, reveals the construct and element trees at 80% cut off point.

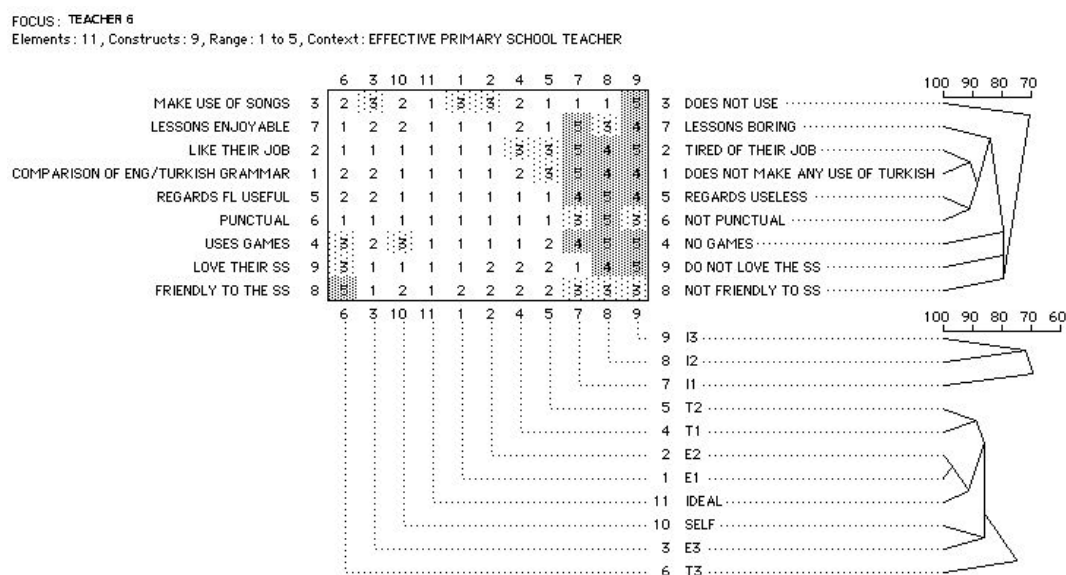


Figure 4.16 Teacher 6's FOCUSED grid at the beginning of the study

- Construct links**

In the FOCUSED grid of Teacher 6, at the beginning of the study, the closest associated constructs forming two sub-clusters within a cluster are; likes her job (C2) – compares Turkish and English Grammar (C1) and regards FL useful (C5) –is punctual (C6) (see figure 4.16). These two sub-clusters are associated with each other at 88.6% level. Therefore, Teacher 6 might be assumed to regard the core characteristics of teachers as people who like their job, are punctual, regard FL useful, and will compare Turkish and English Grammar. In fact, the constructs likes her job (C2), regards FL useful (C5), compares Turkish and English Grammar (C1) and–is punctual (C6) are among the high priority constructs of Teacher 6. Teacher 6 rationalized the association of these constructs as follows:

Quotation 28:

Teaching is a profession only to be performed if you love it. The importance that a teacher gives to her profession can be seen in her attendance to her lessons on time. An English teacher, unlike others, has to regard foreign language useful. If you regard your job as useless, you will not give the effort necessary while teaching it. Besides, the students also need to be convinced to regard learning a FL useful even if it is not asked in mainstream exams. Students, as they have already a medium for communication, tend to regard English unnecessary. However, their knowledge in L1 can be used to foster their knowledge in L2.

The constructs lessons enjoyable (C7), uses games (C4), love their students (C9), friendly to students (C8) subordinates the constructs (C2, C1, C5, and C6) quite loosely at differing levels; lessons enjoyable (C7) at 84.1%, uses games (C4), , friendly to students (C8), and love their students (C9) at 79.5% level. Hence, it might be assumed that Teacher 6 perceives effective fourth and fifth grade teachers to be friendly and lovely to their students. These teachers will also have enjoyable lessons in which they use games. The construct uses song (C3) is an isolate at the beginning of the study. She does not seem to associate this construct (C3) with any other clusters. However, it (C3) has a direct link to the construct friendly to students (C8). Thus, it might be said that teachers who are friendly will make use of songs as well.

- **Element Links**

At the beginning of the study, Teacher 6's elements do not indicate a clear-cut pattern. That is, the groups of teachers, except the ineffective ones, do not form separate groups. The element links of Teacher 6, at the beginning of the study, form two clusters (see figure 4.16). The first cluster consists of her ineffective teachers, I3, I2, associated with each other quite loosely at 79.5% match level. I1 is linked to these at 69.4%. Teacher 6 might be said to be more aware of the features of her ineffective teachers than that of the effective and typical ones.

The closest associated elements, within the main cluster are E2 and E1 at 97.2% match level. Teacher 6's ideal perception of herself is related to these two (E1 and E2) at 91.7%. T1 and T2 form an element pair at 88.9% and Teacher 6's current perception of herself and E3 another at 86.1% match level. These two element pairs are linked to E1 and E2 at 86.1% match level. T3 is related to this cluster at 72% match level. Basing on

these associations, it can be assumed that Teacher 6 regards herself similar to her effective teachers and to her typical teachers.

4.1.6.2. The Content and Structure of Teacher 6's Personal Theories at the End of the Study

Teacher 6's grid data consists of 12 constructs and 11 elements at the end of the study. Figure 4.17 shows the FOCUSED grid of Teacher 6, the construct and element trees drawn at 80% cut *off point*.

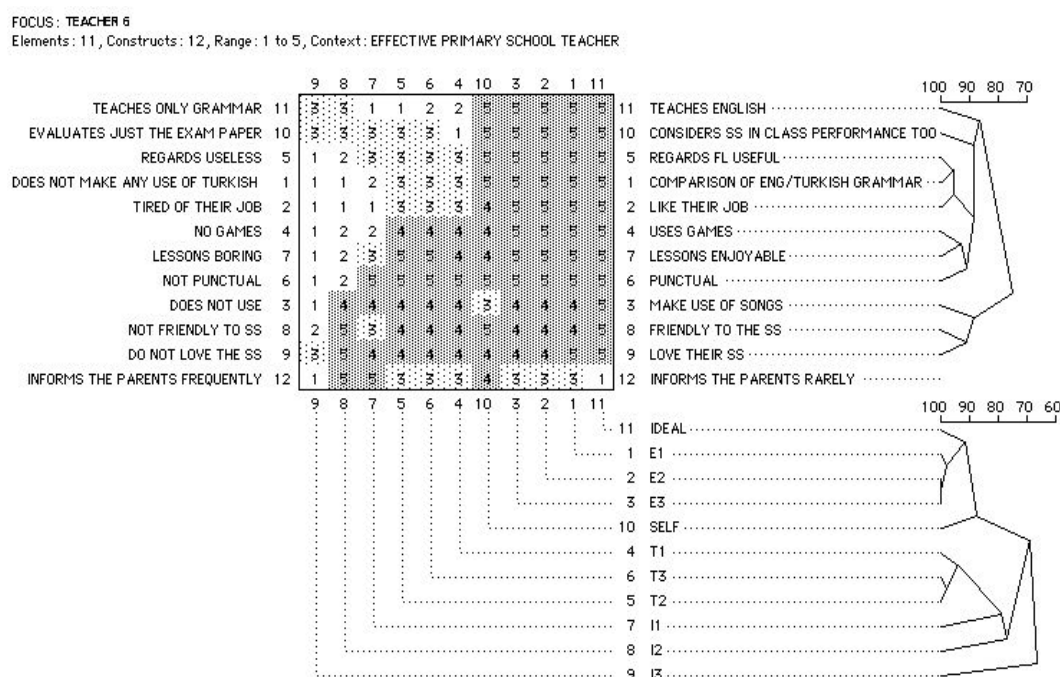


Figure 4.17 Teacher 6's FOCUSED grid at the end of the study.

- **Construct links**

At the end of the study, the FOCUSED grid analysis revealed two clusters and one isolate. The cluster at the bottom of the grid consists of the constructs friendly to students (C8) and love their students (C9) matching each other at 90.9% level. The construct uses songs (C3) subordinates C8 and C9 at 88.6% match level. Thus, it can be said that Teacher 6, at the end of the study, seems to regard primary grades four and five English teachers as those who love their students, are friendly, and use songs while teaching their topics.

The main cluster, at the end of the study, consists of two sub-clusters. The most related constructs, associated with each other at 95.5% level are compares Turkish and English Grammar (C1), and likes her job (C2). The construct regards FL useful (C5)

has a direct link at 88.6% level with considers students in class performances too (C10). The construct considers students in class performances too (C10) is linked to teaches English (C11) at 86.4% match level. Hence, at the end of the study, Teacher 6 might be assumed to regard effective primary school English language teachers as teachers who like their job and deem it as beneficial for the society. In addition, she assumes efficient fourth and fifth grade English language teachers to have sufficient knowledge of both of L1 and L2 and as those who can make comparisons of two languages. Furthermore, Teacher 6 considers effective primary English language teachers to teach the language as a whole and consider beside their exams their in-class performances as well while evaluating the students.

The second sub-cluster consists of uses songs (C4), lessons enjoyable (C7), and is punctual (C6). The constructs C4 and C7 match each other at 93.2% level and C 6 relates to these at 90.9%.match level. In line with these associations made, Teacher 6 can be thought to consider effective fourth and fifth grade English teachers to be punctual, to have enjoyable lessons, and to use songs while teaching. Among the newly incorporated constructs; considers students in class performances to (C10), teaches English (C11), and informs parents frequently (C12), the construct informs parents frequently (C12) is an isolate. Teacher 6 seems to be unable to incorporate it (C12) into her currently existing construct map. However, informs parents frequently (C12) is the second of her high priority constructs. When Teacher 6 was asked to reflect on this construct, she provided the following explanation:

Quotation 29:

The students do not believe in the usefulness of English. Many times, they do not bring any school materials with them to the classes. I give them many times pen and paper to write; but, even while I am in the class, their notices land in the dustbin. They are not concerned with the lesson or even school in large. I have tried to use cassettes but they made fun of the dialogues, mocked at the songs. Even the games I tried to use in the class ended up with chaos. All these made me revert to teacher-centered classes. However, I now try to incorporate different activities and try to teach the language as a whole but not just grammar. When some of the students mocked with the others who were performing some sketches of Nasreddin Hodja, I was not able to control myself but did not say anything. I just called their parents, talked about the behavior of their children in my classes, and

expressed my concerns. No one ever did that and this was the remedy for the problems that I have had in my classes. However, I still have doubts whether this might be interpreted as a sign of inefficiency or weakness by the school administration and parents.

- **Element Links**

At the end of the study, Teacher 6's elements expressed a clear-cut pattern as it was at the beginning of the study (see figure 4.16 & 4.17). Hence, the order of the elements ranges in the order of their effectiveness at the end of the study. The FOCUSED analysis, at the end of the study, revealed two clusters. The cluster at the top of the grid consists of E2 and E3 matching each other at 100%. E1 is linked to these (E2 & E3) at 97.1% match level. Teacher 6's ideal perception is linked to the effective teachers at 91.7%. E3 is linked to Teacher 6's perception of her current self at 87.5% level. Teacher 6 places her current self between the effective and typical teachers. Looking at her rating scale, it can be seen that Teacher 6 regards herself in need of improvement in the construct Make use of songs (C3) (see figure 4.17). Hence, Teacher 6 might be assumed to regard herself as an effective teacher but not her ideal teacher yet.

The second cluster consists of her typical teachers with a direct link to I1 and I2. T3 and T2 match each other at 97.9%. T1 is associated with these two at 93.8% match level. I1 has a direct link with 79.2% and I2 at 77%. These associations indicate that Teacher 6 has, at the end of the study, clear perceptions of her effective and typical teachers but regarding the features of her ineffective teachers, she does not seem to be as clear as she is with the other two groups.

4.1.6.3 Changes Observed Between the Beginning and the End of the Study.

- **The Exchange Analysis**

The Exchange Analysis of Teacher 6 showed an element consensus of 63.6% and a construct consensus of 77.8% over 80% match level.

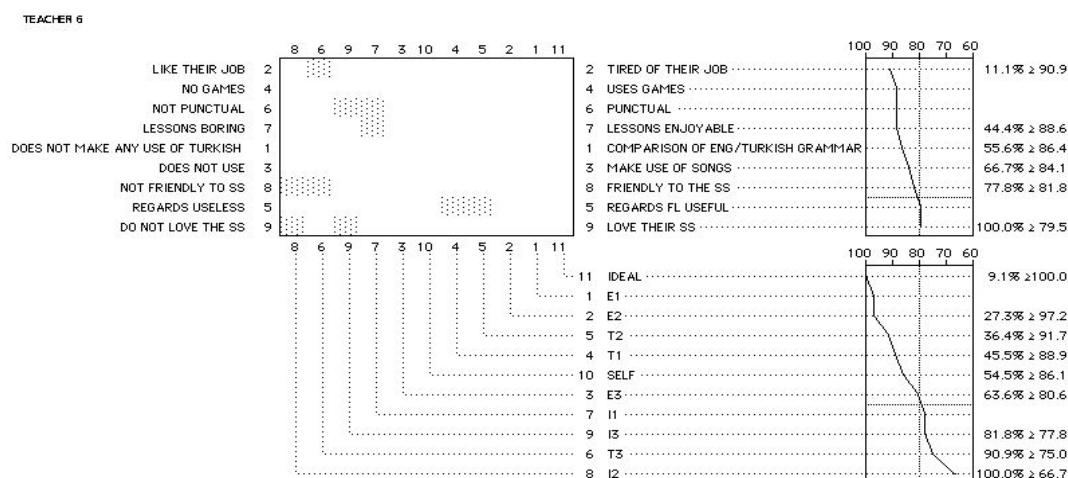


Figure 4.18 The exchange analysis of Teacher 6's FOCUSED 1 and FOCUSED 2 grids.

The Exchange analysis of Teacher 6 revealed structural changes only in two constructs and in four elements. The constructs that showed significant structural changes are regards FL useful (C5) and love their students (C9). The elements that showed significant structural change are I1, I3, T3, and I2. On analyzing her FOCUSED 1 and FOCUSED 2 grids, in order to see the pattern of structural change that constructs regards FL useful (C5) and love their students (C9) have gone through, we see the following links established at the beginning of the study. The construct C5 was associated with the construct is punctual (C6). These (C5&C6) were within the same cluster with the constructs compares Turkish and English Grammar (C1) and likes her job (C2). At the end of the study, the construct regards FL useful (C5) formed a sub cluster at 97.9% level with the constructs compares Turkish and English Grammar (C1) and likes her job (C2) (see Quotation 29). If the construct map of Teacher 6 at the beginning is to be compared with that obtained at the end of the study, a tightening in the general appearance of the constructs within the grid data can be seen (see figure 4.16 and 4.17).

The other construct that has undergone structural change is love their students (C9). At the beginning of the study, this construct (C9) subordinates quite loosely together with the constructs lessons enjoyable (C7), uses games (C4), friendly to students (C8) the constructs likes her job (C2), compares Turkish and English Grammar (C1), regards FL useful (C5), and is punctual (C6). At the end of the study, love their students (C9) forms a cluster with friendly to students (C8) which is subordinated by uses songs (C3). The constructs regards FL useful (C5) and love their

students (C9) were at the beginning among the high priority constructs of Teacher 6; whereas, at the end of the study only the construct regards FL useful (C5) remained among the high priority constructs of Teacher 6.

Teacher 6, at the end of the study, might be suggested to have undergone a reconstruction process that enabled her to refine the personal theories and the structural associations she made regarding the constructs C5 and C9. The quotations 27 and 28 reveal the thoughts of Teacher 6. Due to the experiences she has had, she was to take new precautions regarding the behaviors of her students. She made something that none of the teachers at her school did previously, but she has some serious concerns about the interpretation of the step that she has taken.

At 80% cut-off level, as revealed in figure 4.18, I1, I3, T3, and I2 are the elements, in the order from the least to the most, which showed significant structural change. The elements of Teacher 6 showed a clear-cut pattern at the beginning as well as at the end of the study. At the beginning of the study I3 and I2 associated loosely at 72.2% match level, I3 subordinated these at 69.4% (see figure 4.16). At the end of the study, I1 and I2 subordinated the group of typical teachers at the levels of 79.1% and 77.1% levels. I3 was an isolate at the end of the study. Teacher 6, at the end of the study, can be thought to have clarified her thoughts on the features of her ineffective teachers and thus has associated these with her typical teachers. T3, at the beginning of the study, was an isolated element; whereas, at the end it was associated with T2 at 97.9% match level. T1 is associated with these two at 93.8% match level. Teacher 6 has also clarified the personal meaning she attached to T3 and this may have led to a cluster tightening. Teacher 6, during the follow up interview at the end of the study, stated that she had done injustice to the typical teachers at the beginning of the study rating them so low. As she, throughout the study, remembered that they had attempted to teach language in a context and used improvisations while teaching English through dialogues.

4.1.7 Teacher 7

Teacher 7 is a graduate of the English Department of Selçuk University, Konya, the Institute for Education. He had taught English for 25 years. Until the year 2000, he had been teaching at different high schools in different cities. From the year 2000 on, he has been teaching at primary schools, first in a village, then in the city center. He

attended some seminars on various topics but this was the first one of this length except the one at his induction to the teaching profession.

Before retirement, I want to work some more years. Even after being retired, I am thinking of working at private institutions. I want to deserve the money that I get and thus teach more effectively. To be honest, I still have some problems while teaching in the fourth and fifth grades. I am here to find some answers to the problems that I have.

4.1.7.1 The Content and Structure of Teacher 7's Personal Theories at the Beginning of the Study

Teacher 7's grid data consists of 6 constructs and 11 elements at the beginning of the study. The FOCUSED grid of Teacher 7 as shown in figure 4.19 reveals the construct and element trees at 80% cut off point.

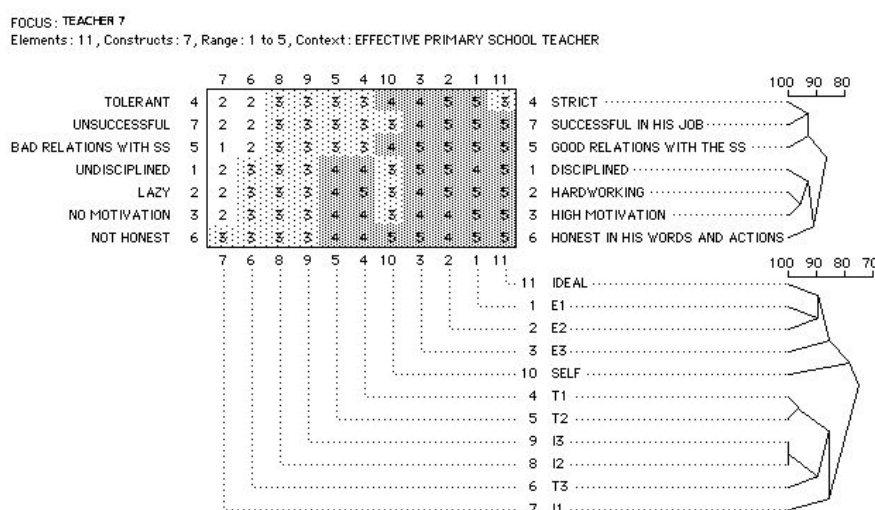


Figure 4.19 Teacher 7's FOCUSED grid at the beginning of the study

- Construct links**

The FOCUSED analysis of Teacher 7 at the beginning of the study revealed two main clusters. The constructs matching each other at 96.5% level are hardworking (C2) and high motivation (C3). The construct disciplined (C1) subordinates these (C2 and C3) at 93.2% match level. At the level of 90.9%, the construct honest in his words and actions (C6) is linked to the cluster consisting of hardworking (C2), high motivation (C3), and disciplined (C1).

It might be assumed, drawing on the links established, that Teacher 7 considers fourth and fifth grade English language teachers to have a high motivation for teaching and as hardworking. Moreover, he assumes them to be disciplined and honest in their words

and actions. Indeed, at the beginning of the study, the constructs hardworking (C2), high motivation (C3), disciplined (C1), and honest in his words and actions (C6) are among his high priority constructs regarding the features of an effective fourth and fifth grade English language teacher. Teacher 7 expounded the following when he was asked on these constructs:

Quotation 30:

As teachers, we should practice what we preach. When we preach working hard, we should be hard working. When we complain about lack of motivation, discipline, honesty, we should ask ourselves whether we do carry these virtues. Looking at some colleagues, I cannot think that they are going to shape the next generation. Teachers are the last people to complain about the erosion of moral values in the coming generation, as we, the teachers, are responsible for their education.

The other cluster consists of the constructs tolerant (C4), successful in his job (C7), good relations with students (C5). Teacher 7 can be assumed to regard successful primary grades of four and five English teachers as tolerant towards learner's errors, have good relations with their student and are thus successful in their job. These constructs associate with each other at 93.2%. The two clusters are linked with each other at 86.4%. Teacher 7 seems to regard being tolerant with the learners and their errors, having a good relation with the students, besides the virtues mentioned previously such as hardworking and honesty as the necessary conditions leading to success in the teaching profession.

- **Element Links**

The FOCUS analysis of Teacher 7's grid at the beginning of the study revealed two element clusters. The most associated elements in the first cluster at 89.3% are Teacher 7's most effective teachers (E1% E2) and Teacher 7's ideal perception of a teacher. E3 is linked to these at 85.7% match level. At a little lower level, at 78.7%, the current self perception of Teacher 7 is related to this cluster. These associations make us assume Teacher 7 to regard his ideal perception of himself closer to the effective teachers than his current perception. The current self-perception of Teacher 7 associates with the ineffective teachers at 89% match level, higher than the link to the effective ones (see figure 4.19). The second cluster consists of teachers typical and ineffective teachers. The most related constructs within this cluster are the elements I3 and I2 (100%). T1 and T2 form a cluster pair at 96.4%. These two constructs together with T3

are linked to I2 and I3 at 89% match level. At the beginning of the study, Teacher 7 seems not to have clear-cut views regarding the features of typical and ineffective teachers compared to the effective ones.

4.1.7.2 The Content and Structure of Teacher 7's Personal Theories at the End of the Study

Teacher 7's grid data consists of 10 constructs and 11 elements at the end of the study. Figure 4.20 shows the FOCUSED grid of Teacher 7, the construct and element trees drawn at 80% cut off point.

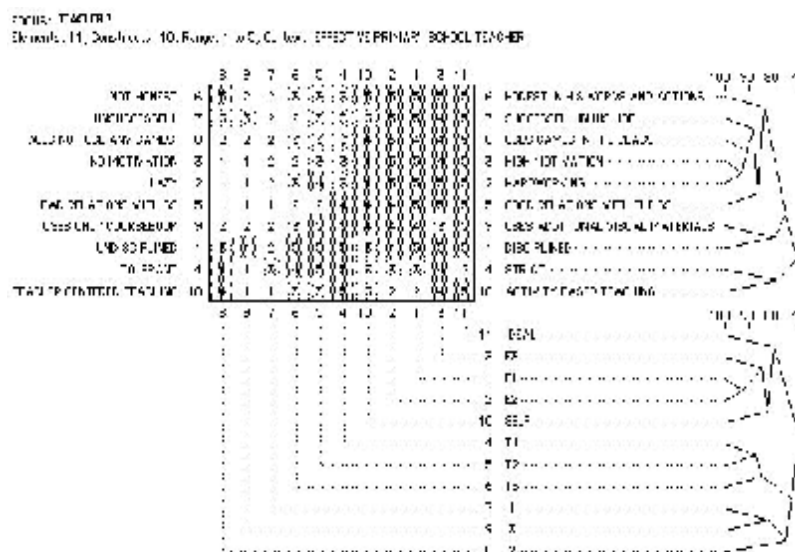


Figure 4.20 Teacher 7's FOCUSED grid at the end of the study.

- Construct links**

The FOCUS analysis of Teacher 7's grid data revealed three clusters at the end of the study. The constructs, linked with each other within the main cluster at 93.2% level, are hardworking (C2) and high motivation (C3). The constructs; uses games in the class (C8) (90.9%), successful in his job (C7) (89%), and good relations with students (C5) (89%) subordinate hardworking (C2) and high motivation (C3) at differing levels. At the end of the study, Teacher 7 seems to regard the features of effective primary grades four and five English teachers as hardworking teachers with high motivation who use games in the class, have good relations with students, and are successful in their jobs.

The constructs uses additional visual materials (C9) and disciplined (C1) form a pair at 79.1% and tolerant (C4), activity based (C10) another pair at 77.3% match level. Teacher 7 furthermore considers effective primary grades of four and five English

teachers as disciplined, make use of additional visual materials, are tolerant and have activity based classes at the end of the study. When Teacher 7 was asked on these associations, he provided the following explanation:

Quotation 31:

Until I participated in this teacher development program I preferred teaching the way we had been taught. I made my students memorize grammar rules, vocabulary, and even dialogues. I taught grammar explicitly and preferred a teacher centered deductive teaching style. However, after the teacher development, I understood the underlying aims behind the activities and now try to have fun and games in my classes, to make use of hand on tasks, to teach language items in a context and try to visualize the language being taught as much as possible. I have these considerations in mind while I am making my lesson plans. I also became more tolerant towards the in-class behaviors of my students after learning their characteristics.

Indeed the constructs uses additional visual materials (C9), activity based (C10) and uses games in the class (C8) are the constructs added at the end of the study. These constructs are added recently to the construct map of Teacher 7 and are incorporated into the existing construct clusters.

The construct honest in his words and actions (C6) is an isolated construct at the end of the study. However, it is at a super-ordinate position (see figure 4.20). Teacher 7 seems to be unable to incorporate it into the existing clusters at the end of the study. On asking on the construct honest in his words and actions (C6) Teacher 7 provided the statement below:

Quotation 32:

Honesty in our words and actions is a virtue to be found in anybody with character and integrity. We teachers, should not forget our role as a model to our students and prove integrity whenever possible. We should be reliable, honest, and truthful in our deeds and words. This is what everybody in the society should seek for in the process of bringing up their children; but especially teachers who might be taken as examples by their students.

- **Element Links**

The elements of Teacher 7 at the end of the study reveal a clear-cut pattern. Each group of teachers, effective, typical, and ineffective, forms a separate group. The FOCUS analysis revealed three clusters. The cluster at the top of the grid consists of the

effective teachers, Teacher 7's current and ideal perception of himself. The most related elements at 92.5% are E1 and E2. These are subordinated by E3, Teacher 7's perception of his current self and ideal self. Teacher 7 at the end of the study regards himself within the same cluster with the effective teachers. It might be assumed that Teacher 7, at the end of the study, regards himself similar to his effective teachers but far from his ideal.

The second cluster consists of Teacher 7's typical teachers. T1 and T2 associate with each other at 88%. T3 is linked to these at 85% level.

The last cluster consists of Teacher 7's perception of his ineffective teachers. I1 and I3 associate with each other at 82.5%. I3 is linked to this at 75% match level. It might be assumed that Teacher 7 is more aware of the features regarding his effective teachers and typical teachers rather than his ineffective teachers.

4.1.7.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 7 showed an element consensus of 54.4% and a construct consensus of 71.4% over 80% match level.

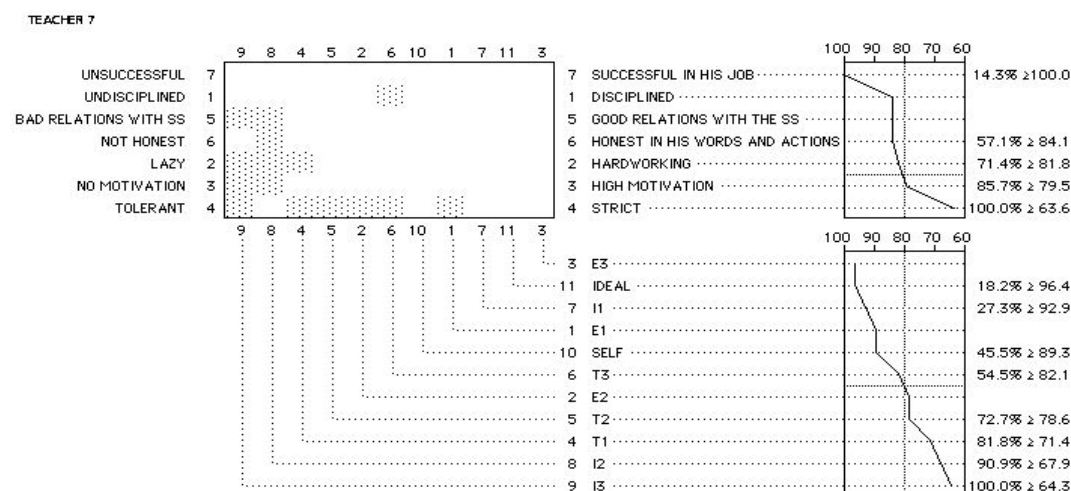


Figure 4.21 The exchange analysis of Teacher 7's FOCUSED 1 and FOCUSED 2 grids.

At the end of the study, the Exchange Analysis of Teacher 7 revealed significant changes in two constructs and five elements. The constructs showing significant structural changes in the order from the least to the most are high motivation (C3) and tolerant (C4). When we examine the FOCUSED grid analyses of Teacher 7 conducted at the beginning and at the end of the study, we see the following relations established: the construct high motivation (C3) was linked at 96.5% level with hardworking (C2) and

subordinated by disciplined (C1) and honest in his words and actions (C6). At the end of the study it (C3) is linked with hardworking (C2) at 93.2%. The constructs; uses games in the class (C8), successful in his job (C7), good relations with students (C5) subordinate the construct high motivation (C3) at differing levels.

The other construct that underwent a structural change is tolerant (C4). The constructs; tolerant (C4), successful in his job (C7), and good relations with students (C5) formed a cluster, at the beginning of the study, at 93.2% match level. At the end of the study, tolerant (C4) was associated loosely with activity-based teaching (C10) at 77.3% level. When Teacher 7 was asked the underlying reason for these changes, he provided the following explanation indicating a shift in the meaning attached to these constructs but particularly to the notion of tolerance:

Quotation 33:

I regarded these among the features of teachers in general. If I had not been highly motivated, I would not have joined this teacher development program at the edge of my retirement. Tolerant meant for me to be tolerant towards students in general since I regard having a good relationship with the students as a prerequisite for the success of the teachers. However, I now regard tolerance as a part of our teaching especially towards the 'late comers' and towards students' errors.

The exchange analysis of Teacher 7 revealed structural changes in the elements E2, T2, T1, I2, and I3 in the sequence from the most to the least. At the beginning of the study, Teacher 7's second most effective teacher (E2) was associated at 89.3% level with the most effective teacher (E1) and the ideal perception of himself as a teacher (Ideal). E3 linked to these (E1, E2, and Ideal) at 85.7% match level a little bit lower Teacher 7's current self at 78.7 (see figure 4.19). At the end of the study, E2 was again within the same cluster with the elements just like the beginning of the study. However, the associations differed as follows; E1 and E2 related with each other at 92.5% and E3 at 85% match level. Teacher 7's perception of his current self at 83% and ideal self at 80% match level subordinates E1 and E2.

At the beginning of the study T1 and T2 form a sub-cluster at 96.4%. These are within the same cluster with I3, I2 and T3. T3 is linked to I2 and I3 at 89% that match each other at 100% level and form another sub-cluster. Nonetheless, at the end of the study each group of teachers formed a distinct group. Thus, T1 and T2 matched each other at 88% and were subordinated by T3 at 85% level. I2 was loosely associated at

75% to I1 and I3 matching each other at 82.5% level. Teacher 7, at the end of the study, seems to have clarified the personal meaning he has attached to his elements leading to the formation of differentiation among the teacher groupings and to tightening among the particular elements displaying structural changes.

4.1.8 Teacher 8

Teacher 8 is a graduate of Selçuk University, Konya, Faculty of Education, ELT Department. She has been teaching English for ten years but the fourth and fifth grades for one year. Before she has begun teaching the grades of four and five, she was teaching at the secondary stage of the primary education. She has attended many seminars regarding her field in Konya.

I have made use of any possibilities to improve myself. I attended all seminars regarding teaching English. Besides, I had also attended a seminar on using drama in the class offered by a lecturer at the visual arts department. Except the last one and this one, almost all the other seminars organized by differing private schools and publishing companies gave me some ideas; however, they were most of the time an advertisement of the product or the institution. There should be more collaboration between universities and primary schools. In order to be more of use to my students, if I am given a chance, I want to make M.A at the department of psychological counseling and guidance.

4.1.8.1 The Content and Structure of Teacher 8's Personal Theories at the Beginning of the Study

Teacher 8's grid data consists of 10 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 8 as shown in figure 4.22 reveals the construct and element trees at 80% cut off point.

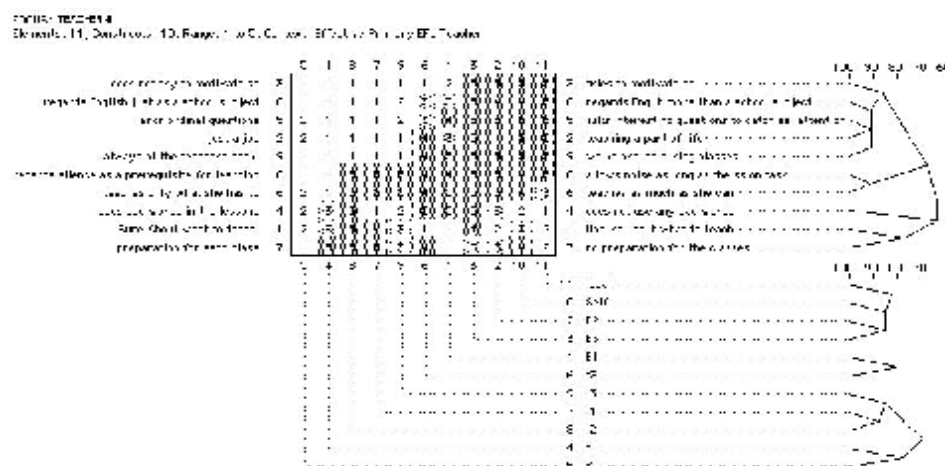


Figure 4.22 Teacher 8's FOCUSED grid at the beginning of the study.

- **Construct links**

The FOCUS analysis of Teacher 8's grid at the beginning of the study revealed three clusters. At the top of the grid, four constructs, teaching is a part of his life (C2), asks interesting questions to catch students' attention (C5), regards English more than a school subject (C8), and walks around during the class (C9), associate with each other at 90.9% level. The construct tries to motivate his students (C3) is linked to this cluster at 86.4% level. Hence, Teacher 8 might be assumed to perceive effective fourth and fifth grade English language teachers as teachers who regard teaching not just as a job but also a part of their life and regard English as more than just a school subject. Furthermore, these teachers ask interesting questions and walk around during their lessons in order to keep their students' motivation alert. Indeed the construct, regards English more than a school subject (C8) was rated as the highest among the high order constructs. When she was asked on this cluster, she provided the following:

Quotation 34:

When the teachers regard English just as a school subject, their English will deteriorate with time. However, if you regard it as a part of your life, you will constantly seek for opportunities to have input and to improve it. A teacher's view or perceptions of his job will affect the students' views as well. They can easily recognize who is trying to teach something and who is not. Teachers who are trying to teach something will walk around in the room, try not to neglect the back rows, and will use different techniques to hinder the students from daydreaming by asking interesting questions or telling stories.

The cluster consisting of a construct-pair in the middle of the grid is formed by the constructs teaches as much as she can (C6) and allows noise in the class as long as the students are on the task (C10) matching with each other at 90.9% match level. The last cluster consists of the constructs sure about what to teach (C1) and prepares for her class (C7) link with each other at 77.3% match level. Teacher 8 can be assumed to consider young learner English teachers as teachers who try to teach as much as they can and who do not regard silence as a prerequisite for learning and hence allow noise as long as the students are on task. Besides, fourth and fifth grade English language teachers will prepare for each of their classes and thus will be sure about what to teach. The constructs sure about what to teach (C1) is the second and allows noise in the class as long as the students are on the task (C10) are the last of her high priority constructs. When Teacher 8 was asked on these associations made, she made the following comment:

Quotation 35:

Some teachers come to the class without any previous preparation. They are expected to make many plans. However, these plans are made not for the sake of learning in the classes but only for the inspectors visiting the schools at long intervals. They come to the classes without any serious preparation and are therefore course book bound and unsure about what to teach. Other colleagues regard silence as a prerequisite for learning. They do not want to get into a conflict with the school administration because of their students' noise. Learning is of secondary importance; but discipline of prime concern.

The construct does not use bad words in the class (C4) is an isolate at the beginning of the study. Despite the fact that Teacher 8 regards this construct important, she can not yet place it within any construct cluster.

- **Element Links**

The elements of Teacher 8 do not show a clear-cut pattern at the beginning of the study. Her elements reveal three clusters at the beginning. The first cluster consists of Teacher 8's ideal and current perception of herself, her second and third effective teachers. E2 is linked to E3 at 85% match level. Teacher 8's current perception of herself is associated with these at the same match level. The ideal perception of Teacher 8 subordinates these at 82% match level. Teacher 8 might be assumed to regard herself to carry similar features with her effective teachers but she is not her ideal teacher yet.

This might indicate that she is not quite as open as the teachers who regard themselves closer to their typical and ineffective teachers compared to those who regard themselves almost identical to their effective teachers.

The second cluster consists of the Teacher 8's most effective teacher and her third typical teacher linked to each other at 80%.

The last cluster consists of Teacher 8's typical and ineffective teachers. Within this cluster I3, I2, and I1 form one; whereas, T1 and T2 form another sub-cluster. I1 and I2 are associated with each other at 87.5% and I3 is linked to these at 85% level. T1 and T2 matching each other at 77.5% are linked to the other sub-cluster at 70%. These associations indicate that Teacher 8, at the beginning of the study, does not seem to have a clear picture regarding the features of her typical and ineffective teachers. Besides she has also some uncertainties regarding the features of her most effective teacher as she associates him with her third typical teacher on the issues related to the personal features of English teachers.

4.1.8.2 The Content and Structure of Teacher 8's Personal Theories at the End of the Study

Teacher 8's grid data consists of 10 constructs and 11 elements at the end of the study. Figure 4.23 shows the FOCUSed grid of Teacher 8's construct and element trees at 80% cut off point.

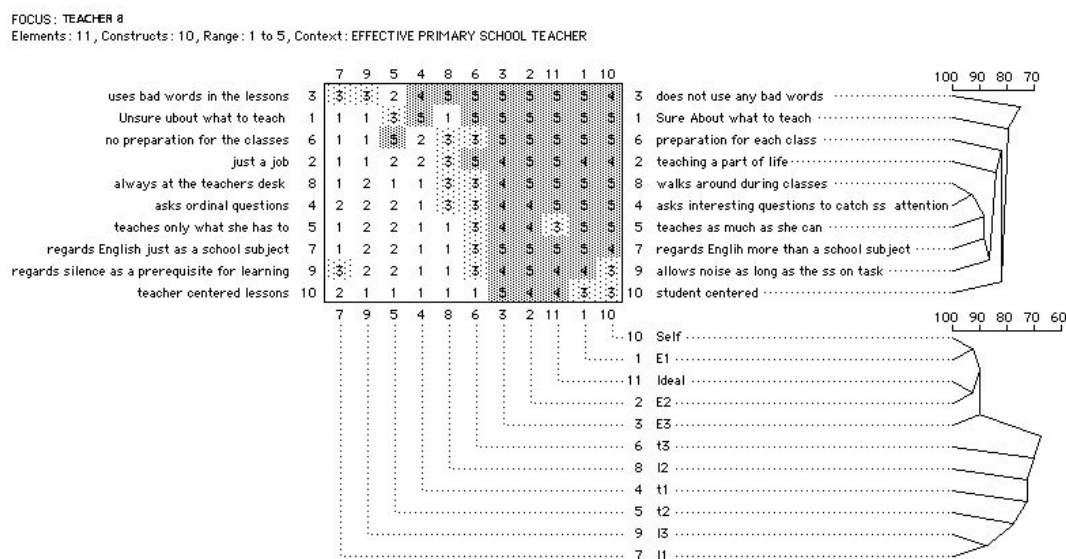


Figure 4.23 Teacher 8's FOCUSed grid at the end of the study.

- **Construct links**

At the end of the study, the FOCUSED analysis of Teacher 8 revealed only one big cluster. The most related constructs at 93.2% match level are walks around the class (C8) and asks interesting questions to catch students' attention (C4). The constructs; teaches as much as she can (C5) and regards English more than a school subject (C7) at 88.6%, allows noise as long as the students are on task (C9) at 86.4%, teaching is a part of his life (C2) at 84.1%, and makes preparation for her class (C6) at 81.8% subordinate walks around the class (C8) and asks interesting questions to catch students' attention (C4).

At the end of the study, Teacher 8 seems to regard effective fourth and fifth grade English language teachers as those who do not sit still in the class, do not ask routine questions, do not teach the book and regard teaching English as a job or mere school subject. Besides, they allow noise during the class and prepare for each of their classes beforehand.

The constructs does not use bad words in the class (C3), sure about what to teach (C1), student centered classes (C10) are the isolated constructs at the end of the study. However, sure about what to teach (C1), and student centered classes (C10) are among the high priority constructs of Teacher 8. Among her high priority constructs, sure about what to teach (C1) is the second and student centered classes (C10) is the third most important one. Despite the fact that Teacher 8 can not incorporate these into her main construct cluster, this does not mean that she does not give importance to them.

Another change worth mentioning in the content of Teacher 8's grid data is that the construct tries to motivate his students (C3), present at the beginning of the study, was omitted at the end. She added student centered classes (C10) as a new construct at the end. When she was asked for the reason of omitting this particular construct, among her high priority constructs, she provided the following explanation:

Quotation 36:

A teacher can try as much as she wants to motivate the students; if they do not want to, they will not be. Hence, your efforts will be in vain.

However, if you design the flow of the lesson according to the preferences of the students, they will get easily motivated by themselves. I used some of the games and activities that I acquired in the teacher development program and saw that even those non-attending students participated in the activities.

- **Element links**

At the end of the study, the FOCUSED analysis of Teacher 8's elements produced two clusters and four isolates (see figure 4.23). Teacher 8's current self perception associates with her most effective teacher at 92.5% match level. Within the same cluster, Teacher 8's second most effective teacher matches her ideal perception of a teacher at the same rate (see figure 4. 23). These two sub-clusters are linked to each other at 90% match level. At the same match level E3 subordinates this cluster consisting of E1, E2, Teacher 8's current and ideal perception of herself. Teacher 8, at the end of the study, regards herself to possess similar features with her most effective teacher. Furthermore, she seems to have an idea regarding the features of the distinguishing factors between her effective teachers, typical, and ineffective teachers.

At the bottom of her element data, the most ineffective teacher (I3) and her most effective among the ineffective group of teachers (I1) form a cluster at 87.5%. The remaining elements of Teacher 8; T3, I2, T1, and T2 remain isolates at 80% cut-off level. She seems not to be able to cluster these elements into the existing element clusters. This might indicate that she may not have clear-cut perceptions on the features of the teachers T3, I2, T1, and T2 as she does not incorporate them into any of her element clusters and does not sequence them according to their efficiency.

4.1.8.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 8 showed an element consensus of 45.5% and a construct consensus of 44.4% over 80% match level.

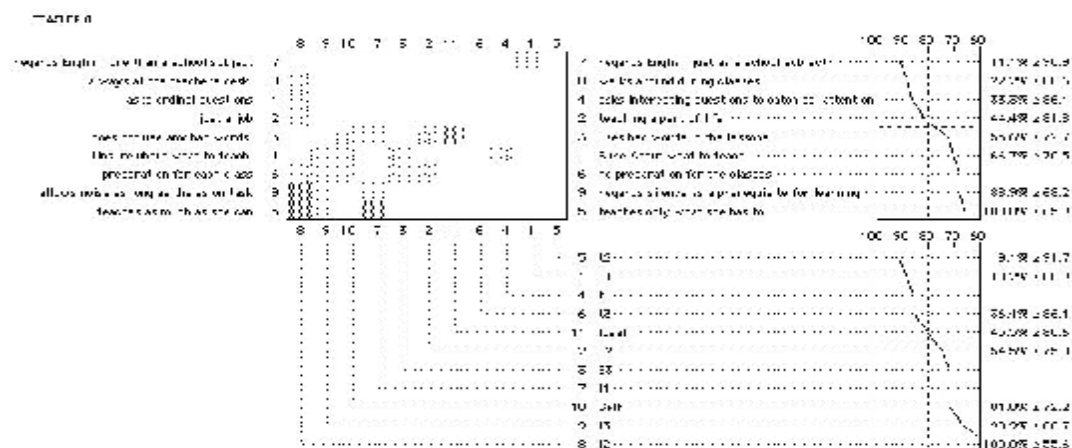


Figure 4.24 The exchange analysis of Teacher 8's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of Teacher 8 showed structural changes in five out of nine constructs. It also showed structural changes in six elements. The constructs, which showed structural changes in the order from the least to the most, are uses bad words in the class (C3), sure about what to teach (C1), preparation for each class (C6), regards silence as a prerequisite for learning (C9), and teaches as much as she can (C5). If the FOCUSED analyses of Teacher 8's grid data are to be examined in order to see the structural changes that the above-mentioned constructs underwent, following associations can be seen; the construct uses bad words in the class (C3) was an isolate at the beginning as well as at the end of the study. However, at the beginning of the study, this construct matched the whole grid at 63.6% level and was placed between the clusters consisting of the constructs teaches as much as she can (C6) –allows noise in the class as long as the students are on the task (C10) and sure about what to teach (C1) - prepares for her class (C7). At the end of the study, it is again an isolate at a superordinate position, placed at the top of the grid, linked to the whole cluster at 82% level. This might stem from the fact that she considers the integrity of a teacher serving the students as a role model of utter importance.

The constructs sure about what to teach (C1) and preparation for each class (C6) formed a cluster, at the beginning of the study, associated with each other at 77.3%. At the end of the study these two (C1 and C6) were among the constructs subordinating walks around the class (C8) and asks interesting questions to catch students' attention (C4) within the single cluster.

The constructs with the most significant structural change are regards silence as a prerequisite for learning (C9) and teaches as much as she can (C5). These two constructs formed a cluster-pair at the beginning of the study associated with each other at 90.9%. At the end of the study they were subordinating the constructs walks around the class (C8) and asks interesting questions to catch students' attention (C4) together with regards English more than a school subject (C7) at 88.6%, teaching is a part of his life (C2) at 84.1%, and makes preparation for her class (C6). Teacher 8 seems to regard the in-class behavior of primary grades of four and five English teachers as of prime concern (see Quotation 37). Regarding the changes in her constructs, teacher eight made the following statements during the follow up interview.

Quotation 37:

I think that our students judge us from the behavior that we show in the class. We should only say what we actually do. We should be aware of the

fact that our students do not consider only the topic we do teach but everything ranging from our outside appearance to our behavior. They for sure understand what kind of a teacher you are and what the features you give importance to will be. Teachers, especially teaching young learners should give importance to their integrity. The students can see the value that a teacher attaches to her job in her practices throughout her classes as the class is for many students the only social milieu where they have access to the foreign language and us.

The elements of Teacher 8 that showed structural change, in the sequence from the least to the most, are E2, E3, I1, Teacher 8's current self-perception, I3, and I2. The elements that did not show any structural changes were Teacher 8's typical teachers and the ideal perception of a teacher.

At the beginning of the study E2, E3, and Teacher 8's current self-perception made up a cluster at 85% level and were subordinated at a slightly lower degree by her ideal perception of a teacher. At the end of the study, her current perception of herself was associated with E1 at the same level as E2 and her ideal perception of an efficient fourth and fifth grade English teacher within the same cluster at 92.5% level. When she was asked on the change regarding her current perception of herself during the follow up interview she provided the following statement:

Quotation 38:

I do not know the reason for the change in the perception of myself but I tried to apply many of the things told us during the weekends throughout the program. I had no problems and many times, I even made little improvisations. The students liked the activities quite much and were eager for new activities. As my students like my classes, I consider myself an effective teacher.

This statement indicates conceptual change follows application and does not precede it. Although she does not seem to be able to state the exact reason for the change in her perception of her current self, it seems that the input provided caused changes in the self-perception of Teacher 8. It might be assumed that her participation in the program let her monitor herself better causing changes in the assessment of herself as a teacher. The increase in her self-awareness led to a change in the perception of herself as a fourth and fifth grade English teacher. This finding is compatible with that of (Sendan and Roberts 1998).

Teacher 8's perception of her ineffective teachers showed structural changes as well. While they formed a separate cluster at the beginning of the study, I1 matched I2 at 87.5% level and were subordinated by I3. At the end of the study, I3 and I1 formed an element cluster but I2 became an isolated element. A further point worth mentioning is that the construct tries to motivate his students (C3) at the beginning of the study was omitted and a new construct student centered classes (C10) was added to the grid data of Teacher 8 at the end of the study (see quotation 36).

4.1.9 Teacher 9

Teacher 9 is a graduate of Selçuk University, Konya Agricultural Engineering Department. After taking part in a summer primary grades teacher teaching certificate program, she was appointed as a teacher. She has been teaching the primary grades for five years. After getting a certificate from a private language course, she also began teaching English in the grades of four and five.

Actually, I am not an English teacher. I have been teaching as a primary school teacher for five years. Two years ago, I deserved a certificate from a private language course. As there was a shortage of English teachers at our school, I was asked whether I would teach English. I have been teaching English for two years but I depend much on the course-book and have problems with intonation. I am here to learn how to teach English to the pupils and, if possible, to improve my pronunciation.

4.1.9.1 The Content and Structure of Teacher 9's Personal Theories at the Beginning of the Study

Teacher 9's grid data consists of 9 constructs and 11 elements at the beginning of the study. The FOCUSED grid of teacher 9 as shown in figure 4.25 reveals the construct and element trees at 80% cut off point.

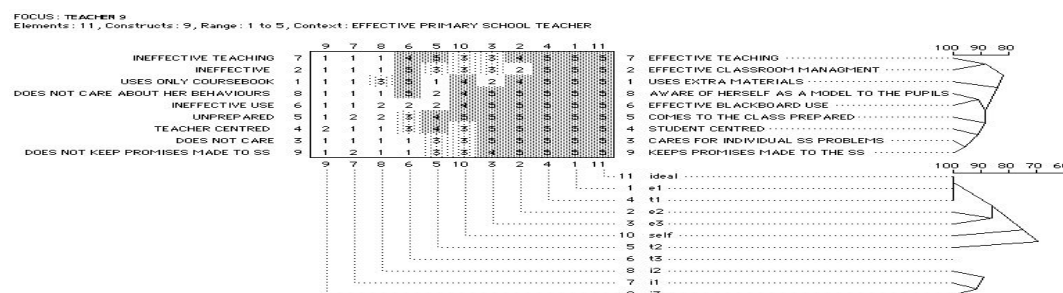


Figure 4.25 Teacher 9's FOCUSED grid at the beginning of the study

- **Construct links**

At the beginning of the study, the FOCUSed grid of Teacher 9 revealed three clusters. The first cluster at the top of the grid consists of the construct pair effective classroom management (C2) and effective teaching (C7) linked to each other at 88.6% match level. Teacher 9 might be assumed to regard effective classroom management as a prerequisite for effective teaching. Indeed these two constructs were the most important ones among the high priority constructs of Teacher 9 at the beginning of the study. The second cluster, in the middle of her grid, consists of the constructs aware of her as a model to the students (C8) and effective blackboard use (C6) match at 90.9%. Teacher 9 regards effective primary grades of four and five English teachers as teachers who use the blackboard efficiently and are aware of their effects on their students regarding them as role models. When asked on these two clusters, she stated the following:

Quotation 39:

I consider effective classroom management as a prerequisite for effective teaching and learning. I believe that there should be discipline for learning to take place. There should be unity in the classroom proceedings of the students. Many times, I try to make them perform the same activity and let them wait for each other. Since we do not have computers and projection devices in our classes, I try to use the blackboard efficiently. I try to explain the words through simple drawings and other techniques. As a teacher, I am aware of the possible effect that I might have on my students. Therefore, I try to be a good model for them both in my personal and professional life.

The last cluster consists of cares for individual student's problems (C3) and keeps promises made to students (C9) at 95.5%. The constructs student centered classes (C4), and comes to the class prepared (C5) subordinate this cluster (C3 and C9) at 91% match level. At the beginning of the study, the construct uses extra materials (C1) is the only isolate construct in the grid data of Teacher 9. Teacher 9 seems to regard primary grades of four and five English teachers as teachers who care for their students' learning and problems, keep promises made especially to the pupils, have student-centered classes for which they prepare extra materials, and come prepared. Indeed the remaining high priority constructs of Teacher 9 at the beginning of the study are cares for individual student's problems (C3), keeps promises made to students (C9), and student centered

classes (C4). Teacher 9 provided the following statement when she was asked on the associations she made regarding the above mentioned constructs:

Quotation 40:

I regard my students as grown-ups and therefore keep promises made and try to make them feel valued and cared for. In each of my classes, I try to prepare extra materials and make my students participate at least once during my classes.

- **Element links**

The elements of Teacher 9 at the beginning of the study revealed three element clusters. The first cluster consists of Teacher 9's ideal perception of a teacher, her most effective (E1), and most typical teacher (T1). The second cluster consists of the second (E2) and third most effective teacher (E3). Teacher 9's current self- perception and T2 are isolates linked to the cluster consisting of E2 and E3 at 75% and at 69% match levels respectively.

Teacher 9 does not seem to have a clear perception regarding her effective and typical teachers, particularly T1. As her current perception stands out as an isolate, she seems to regard herself in need of improvement in five out of her nine constructs (see figure 4.25). This might be an indication of the fact that she is open to personal development.

The last cluster consists of Teacher 9's ineffective teachers; I1 and I3 match each other at 91.7% and I2 subordinates these at 88.9% match level. At the beginning of the study, Teacher 9 seems to distinguish the teachers that she regards to be ineffective from her typical and effective teachers as they form a separate cluster.

4.1.9.2 The Content and Structure of Teacher 9's Personal Theories at the End of the Study

Teacher 9's grid data consists of 9 constructs and 11 elements at the end of the study. Figure 4.26. shows the FOCUSED grid of Teacher 9, the construct and element trees at 80% cut off point.

FOCUS: **TEACHER 9**
 Elements: 11, Constructs: 9, Range: 1 to 5, Context: EFFECTIVE PRIMARY SCHOOL TEACHER

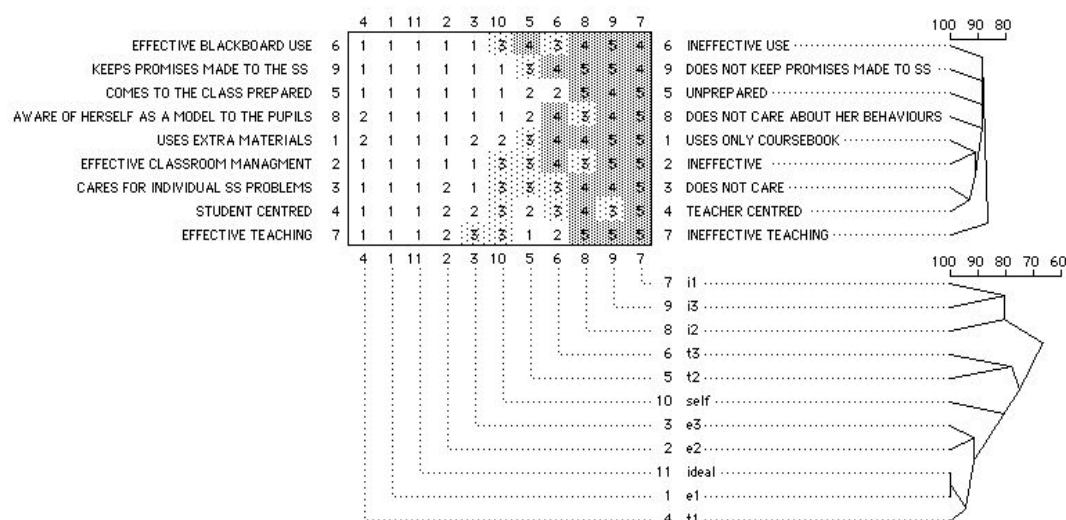


Figure 4.26 Teacher 9's FOCUSED grid at the end of the study

- Construct links**

Teacher 9's FOCUSED grid at the end of the study revealed one big cluster and one isolated construct. The most associated constructs within the cluster, forming a cluster pair, are cares for individual student's problems (C3) and student centered classes (C4) within the cluster at 97.7% match level. Another cluster pair, matching each other at 91%, consists of the constructs uses extra materials (C1) and effective classroom management (C2). These are subordinated by the constructs aware of herself as a model to the students (C8), comes to the class prepared (C5), keeps promises made to students (C9), and effective blackboard use (C6). Hence, Teacher 9, at the end of the study, regards an effective fourth and fifth grade English language teacher as one who has student-centered classes, and cares for individual student's problems. Furthermore, she regards an effective teacher as someone who uses extra materials and has effective classroom management techniques. Besides, she is aware of her role as a model to the pupils, keeps promises made to the students, comes to the class prepared, and uses the blackboard effectively. Indeed, in the end of the study the high priority constructs of Teacher 9 are uses extra materials (C1), effective classroom management (C2), cares for individual students problems (C3), student centered classes (C4), and effective teaching (C7). The isolate construct effective teaching (C7), is among the high priority constructs. Despite the priority added to this construct, Teacher 9 seems not to be able to place this within any clusters. There seems to be a tightening in the constructs of

Teacher 9 in the end of the study. Regarding the isolate constructs effective teaching (C7), Teacher 9 made the following explanation.

Quotation 41:

Many factors determine the effectiveness of your teaching and students' learning. These range from their learning styles, the type of intelligence they have, their developmental stage, to practices within the class. Our teaching style should match students' learning styles. We are to prepare materials and the lesson addressing to each type of intelligence.

- **Element Links**

The elements of Teacher 9 at the end of the study revealed three clusters. The first cluster at the top of the grid consists of Teacher 9's perception of her ineffective teachers. I1, I2, and I3 associate with each other at 80% level. T3 and T2 form another loosely associated cluster in the middle of the grid at 78% match level. Teacher 9's current self-perception is an isolate associated with the main cluster consisting of two sub-clusters at 81%. The first sub-cluster within the main cluster consists of E3 and E2 associated with each other at 92%. The other sub-cluster consists of Teacher 9's ideal perception of a teacher and her most effective teacher matching each other at 100% match level and subordinated by T1 at 97.2%. In the end of the study, it might be assumed that Teacher 9 believes that she carries similar features with her effective teachers; however, she is not yet one of them.

Quotation 42:

Despite the fact that I am not an English teacher, I pursue the endeavor to be good in what I am doing. One of the reasons for me to participate in this program is to improve myself. I try to have a wide repertoire of general knowledge and try to keep myself up-to-date regarding the things that the children are interested in as I have a child of the same age.

4.1.9.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 9 showed an element consensus of 81.8% and a construct consensus of 66.78% over 80% match level.

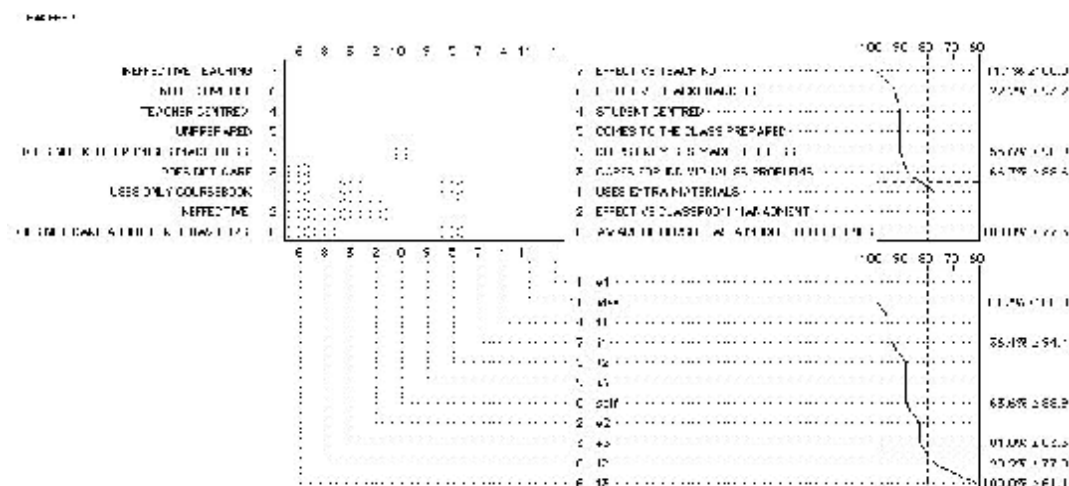


Figure 4.27 The exchange analysis of Teacher 9's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of Teacher 9's FOCUSED grid revealed significant structural changes in three of her constructs. The constructs which have shown structural changes in the order from the least to the most are uses extra materials (C1), effective classroom management (C2), and aware of herself as a model to the students (C8). When we examine the grid analyses conducted at the beginning and at the end of the study, we see the following links established. At the beginning of the study, this construct was an isolate; whereas, at the end of the study it formed a cluster pair with the construct effective classroom management (C2) (see figures 4.24 and 4.25). The construct effective classroom management formed a cluster with the construct effective teaching (C7) at the beginning of the study. At the end of the study it formed a sub-cluster with the construct uses extra materials (C1). Teacher 9 at the end of the study seems to regard the use of other teaching materials besides the course-book among the features that contribute to effective classroom management.

The last construct that showed significant structural change is aware of herself as a model to the students (C8). This construct, at the beginning of the study, formed a cluster with effective blackboard use (C6); but, in the end it subordinated the cluster consisting of the constructs cares for individual students problems (C3), student centered classes (C4), uses extra materials (C1), and effective classroom management (C2). Regarding these changes, Teacher 9 provided the following explanation:

Quotation 43:

On using different materials and activities catering for different types of learners, I noticed that I had made fewer warnings to my students regarding their behavior in my classes. I also noticed that each of them participated or at least tried to participate in the activities performed. At the beginning of the study, I was somehow stiff as I saw myself as a model for my students and tried to make no mistakes at all. Now, I am more easygoing, I participate in the activities within the class and am less afraid of making mistakes. When there are words or structures that I am unsure of, I now look up into the dictionary together with my students. I say to them “let us learn what this is together”.

The elements of Teacher 9 have shown significant structural changes as well. The elements with structural change are I2 and T3. I2 subordinated I1 and I3 at the beginning and in the end of the study at varying degrees. T3, at the beginning of the study, was an isolate, whereas, at the end of the study it formed a cluster with T2. Teacher 9 can be said to have clarified her perception regarding the features of T3.

4.1.10 Teacher 10

Teacher 10 is a graduate of the ELT Department at Selçuk University in Konya. After teaching at various Anatolian high schools, super high schools and at the secondary stage of the primary education, she began teaching the fourth and fifth grades two years ago. She has been teaching English for seventeen years. She has attended two seminars for teachers on effective teaching and learning so far.

I have been appointed to the primary grades of four and five as I opposed to the mainstream thought regarding the selection of a particular course-book at the super high school where I was teaching. Nevertheless, I have been trying to do my best with the primary grades as well. A caring and motherly attitude suffices for these children. Hence, unlike others I have never used corporal punishment. I love children and my job. I am here to enrich my repertoire of different activities that I can make use of while teaching my kids.

4.1.10.1 The Content and Structure of Teacher 10's Personal Theories at the Beginning of the Study

Teacher 10's grid data consists of 13 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 10 as shown in figure 4.28 reveals the construct and element trees at 80% cut off point.

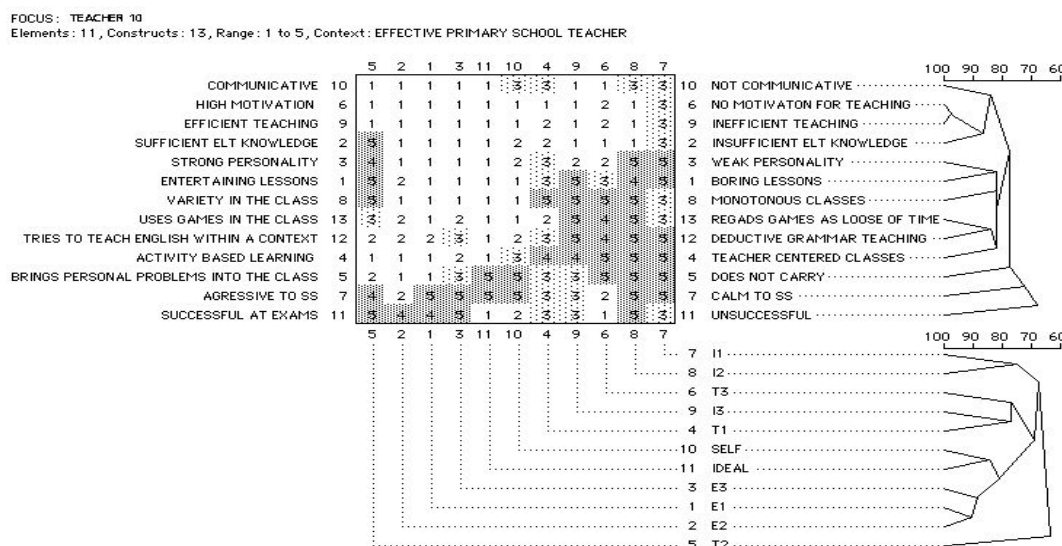


Figure 4.28 Teacher 10's FOCUSED grid at the beginning of the study.

- **Construct links**

The FOCUSED grid of Teacher 10 at the beginning of the study revealed two clusters. The most associated constructs within the first cluster are high motivation for teaching (C6) and efficient teaching (C9) associated with each other at 97.7% match level. The constructs sufficient ELT knowledge (C2) and communicative (C10) subordinate these two (C6 & C9) at the levels of 86.4% and 84.1% respectively. Teacher 10 seems to consider effective fourth and fifth grade English language teachers to have a high motivation for teaching, teach efficiently, have sufficient ELT knowledge, and be communicative in their nature.

The second cluster consists of two sub-clusters consisting of the same amount of constructs. In the first sub-cluster the constructs strong personality, (C3) entertaining lessons (C1), and variety in the class (C8) link with each other at 84.1%. The second sub-cluster, which consists of the constructs, uses games in the class (C13), tries to teach language within a context (C12) match each other at 84.1%, and activity based learning (C4) subordinates these (C12&C13) at 81.8% match level. These two sub-clusters match each other at 81.8% level. Teacher 10 seems to regard effective fourth

and fifth grade English language teachers as the ones with a strong personality who try to teach the target language within a context by using activities and games. They use variety in the class and have thus entertaining lessons.

The constructs does not carry personal problems into the class (C5), calm to students (C7), and successful at exams (C11) are isolates linking to the main grid at the degrees at 77%, 73%, and 68% level respectively. The high priority constructs, according to their priority level as determined by Teacher 10, are high motivation for teaching (C6), efficient teaching (C9), entertaining lessons (C1), strong personality (C3), and variety in the class (C8). When Teacher 10 was asked about these high priority constructs and the associations made, she provided the following explanations:

Quotation 44:

Teachers should come to the classes with the understanding that each day at school is a blessing. They should have respect and high motivation for teaching. If not, they will have monotonous classes leading to boredom that will hinder them from being creative and active. Teachers should also be ready for changes regarding their working places. When such a change happens, they should stand firm with a strong personality. They should take it as an opportunity for further learning and should not be pessimistic. Even if their current place of work is temporary, they should try to do their best.

- **Element Links**

The elements of Teacher 10, at the beginning of the study, do not indicate a clear-cut pattern. Except the group of effective teachers, the groups consisting of the typical and ineffective teachers of Teacher 10 do not form separate groups at the beginning of the study. At the top of her element cluster I1 and I2 form an element pair associated with each other at 75% match level. The second cluster consists of the elements T3, I3, and T1 matching each other 76.9% match level. In the middle of Teacher 10's grid her current self-perception, her ideal perception of herself form another cluster matching each other at 84.6% level. Teacher 10 seems to regard herself in some of her constructs similar and in others identical to her ideal perception of an effective fourth and fifth grade English language teacher. Teacher 10 regards herself only in need of improvement regarding the constructs activity based learning (C4) and communicative (C10).

The last element cluster at the bottom of the grid consists of Teacher 10's perception of her effective teachers. E1 links to E2 at 90.4% and E3 subordinates these at 88.5% level. Teacher 10 seems to be more aware of the features of her effective teachers than that of the ineffective and typical ones. The second typical teacher of Teacher 10 (T2) is an isolate at the beginning of the study.

4.1.10.2 The Content and Structure of Teacher 10's Personal Theories at the End of the Study

Teacher 10's grid data consists of 13 constructs and 11 elements at the end of the study. Figure 4.29 shows the FOCUSED grid of Teacher 10, the construct and element trees at 80% cut off point.

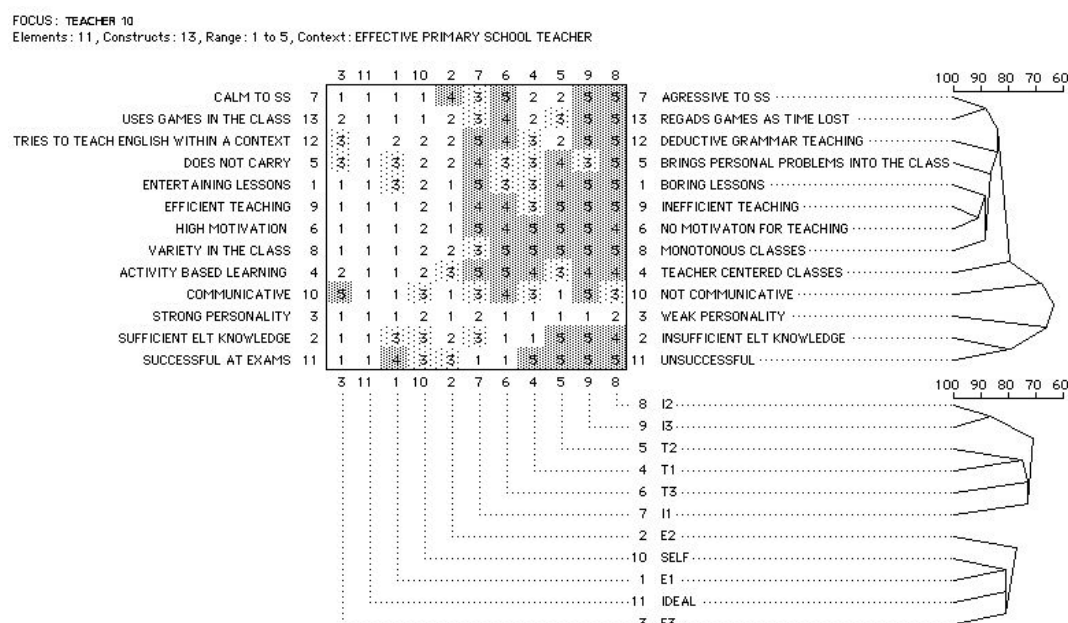


Figure 4.29 Teacher 10's FOCUSED grid at the end of the study.

• Construct links

The FOCUSED grid analysis at the end of the study revealed two clusters at 80% level. The construct calm to students matches (C7) uses games in the class (C13) at 88.6% level and thus forms the first cluster at the top of the grid. Teacher 10 regards the primary grades of four and five English teachers as calm, not aggressive to their students and as teachers that make use of many games throughout their lessons for teaching.

Within the main cluster, the most associated (90.9%) constructs are the constructs efficient teaching (C9) and high motivation for teaching (C6). At the level of 88.6% the

constructs entertaining lessons (C1) and variety in the class (C8) subordinate efficient teaching (C9) and high motivation for teaching (C6). At a lower level, at 84%, tries to teach language within a context (C12) and at 82% does not carry personal problems into the class (C5) subordinate the above mentioned constructs. Teacher 10, at the end of the study, seems to regard that an unmotivated teacher teaches inefficiently. A teacher is to have entertainment and variety in the classes to provide effective English teaching and learning. In addition, she has to have a high motivation for teaching. Moreover, teachers should not carry their personal problems into the class and should try to teach English within a context.

The high priority constructs of Teacher 10 at the end of the study are; high motivation for teaching, (C6) efficient teaching (C9), variety in the class, (C8) uses games in the class (C13), and entertaining lessons (C1). When Teacher 10 was asked regarding her high priority at the end of the study, she provided the following explanation;

Quotation 45:

A teacher who is not motivated for teaching will not teach efficiently.

When a teacher is not motivated for teaching, monotonous classes without any games in the class, boring lessons will be the results. If the students are bored, there will not be any learning.

The last cluster associating at 79.5% consists of the constructs sufficient ELT knowledge (C2) and successful at exams (C11). Teacher 10 seems to regard sufficient ELT knowledge as a precondition for success at exams. The constructs teacher centered classes (C4), communicative (C10), and strong personality (C3) are isolates at the end of the study.

- **Element Links**

At the end of the study, the elements of Teacher 10 revealed three clusters. The second and third most ineffective teachers of Teacher 10 (I2 & I3) form a cluster at 86.5% level. The next cluster associating with each other at 80.8% consists of the elements of Teacher 10's current perception of herself, her most effective teacher (E1), her ideal perception as a teacher, and of her third effective teacher (E3). E2 is linked to this cluster at 76.9%. Whereas Teacher 10's current perception of herself formed a pair with her perception of her ideal teacher at the beginning of the study, in the end, it formed a cluster with her first and third effective teachers as well as her ideal perception of a teacher as well. At the end of the study, unlike in the beginning, Teacher 10 regards

herself to carry common features with the effective teachers as well. However, Teacher 10, at the end of the study considered herself to be uncertain in some of her constructs in her grid data. These are communicative (C10), sufficient ELT knowledge (C2), and successful at exams (C11). When Teacher 10 was asked regarding these uncertain constructs, she provided the following explanation:

Quotation 46:

I prefer to talk only if I am asked something. I think that I am not very communicative in nature but some of my colleagues, also English teachers that I envy, are. Wherever they go, they are in the spotlight. They catch people's attention and are in midst of a conversation in a second. Though I know that I have sufficient knowledge of English, I took an average grade in the last KPDS exam. This exam, regarded as an issue of prestige by some English teachers, may measure neither my knowledge of the English language nor my knowledge of methodology. Nevertheless, in order to be regarded as an efficient teacher of English, I have to take a high grade at this exam claiming to measure one's competence in English.

The typical teachers of Teacher 10 form another cluster in which T2 and T1 match each other at 75%. T3 and I1 relate to these at the level of 73.1%. Teacher 10, at the end of the study, seems to have a clearer perception regarding her typical teachers.

4.1.10.3 Changes Observed Between the Beginning and the End of the Study

- **The Exchange Analysis**

The Exchange Analysis of Teacher 10 showed an element consensus of 45.5% and a construct consensus of 33.3% over 80% match level.

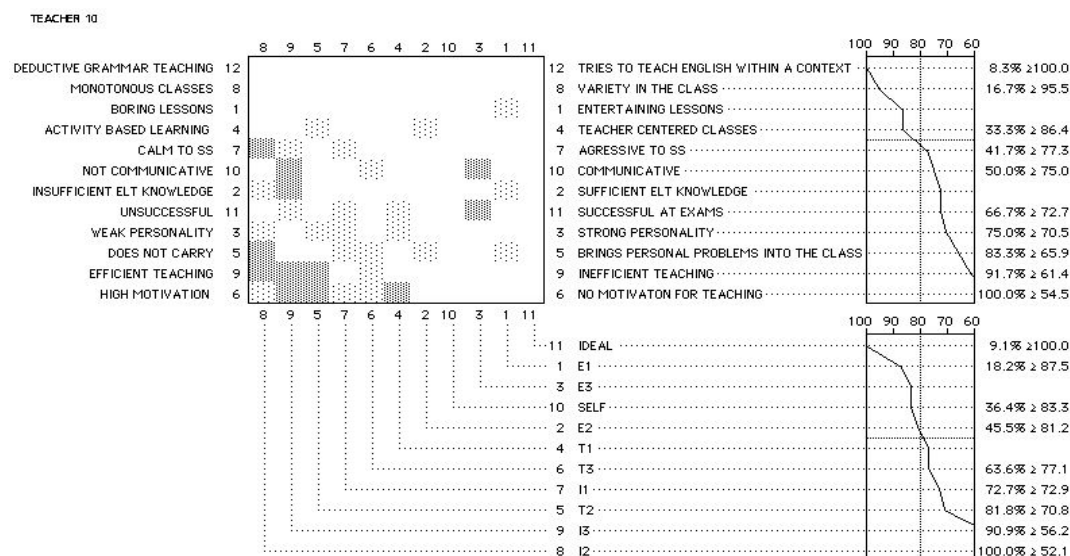


Figure 4.30 The exchange analysis of Teacher 10's FOCUSED 1 and FOCUSED 2 grids.

The Exchange analysis of Teacher 10's FOCUSED grids showed significant structural changes in eight out of twelve constructs. Teacher 10 underwent structural changes in two third of her constructs. The constructs that have shown significant structural changes, from the least to the most, are calm to students (C7), communicative (C10), sufficient ELT knowledge (C2), successful at exams (C11), strong personality (C3), and does not carry private problems into the class (C5), efficient teaching (C9), high motivation for teaching (C6). When we examine Teacher 10's FOCUSED grids in order to see the structural differences that these constructs have undergone, we see the following links established. Whereas the construct calm to students (C7) had been an isolate at the beginning of the study, leading us to the assumption that it was a characteristic feature of effective fourth and fifth grade English language teacher, at the end C7 formed a cluster with uses games in the class (C13) at 88.6% match level. This association between the constructs calm to students (C7) and uses games in the class (C13) makes us assume that being not aggressive to the students might be a point to be considered by fourth and fifth grade English language teachers during in-class procedures such as playing games with the children.

The constructs communicative (C10) and sufficient ELT knowledge (C2) were subordinating high motivation for teaching (C6) and efficient teaching (C9) at 84.1% match level; but at the end, (C10) was an isolate and C2 formed a cluster with successful at exams (C11) which was an isolate at the beginning. This might indicate

that Teacher 10, at the end of the study, seems to regard this feature not related to the in-class features that make an effective primary grade four and five English language teacher but as a personal feature that leads to popularity among her colleagues (see Quotation 46). At the beginning of the study, the construct strong personality (C3) had associated with the constructs variety in the class (C8) and entertaining lessons (C1) at 81.8% level; whereas at the end of the study, it was an isolate. This feature also seems to be again a particular feature related to the personality of Teacher 10 at the end of the study (see Quotation 44).

The construct does not carry private problems to the class (C5) was an isolate at the beginning. However, at the end of the study it subordinated the constructs C6, C9, C8, and C1, together with C12 within the main cluster. This indicates that she regards does not carry private problems to the class (C5) as a prerequisite for teaching the pupils effectively in the grades of four and five. At the beginning of the study, the constructs efficient teaching (C9), and high motivation for teaching (C6) were the most associated constructs within the first cluster at 97.7% match level. These were subordinated by the constructs sufficient ELT knowledge (C2) and communicative (C10). At the end of the study, they were the most associated (90.9%) constructs within the main cluster. The constructs entertaining lessons (C1) and variety in the class (C8) subordinate these (C9&C6) at the level of 88.6%. Teacher , 10, as a result of the input she received during the TD program, regards variety and games in the class together with a high motivation for teaching, as prerequisites for efficient teaching (see quotation 45).

The elements that showed structural changes at the end of the study consist of Teacher 10's typical and ineffective teachers. The order of the structural change, from the least to the most is as follows; T1, T3, I1, T2, I3, and I2. At the beginning of the study, T1 was matched with T3 and I3 at the level of 76.9%; whereas at the end of the study T1 matched T2 at 75% and was subordinated by T3 and I1. I1 at the beginning was linked with I2 at 75% whereas at the end it subordinated the cluster consisting of T2, T1, and T3. T2 was an isolate at the beginning of the study; whereas, it associated with T1 at 75%. T3 and I1 relate to these at the level of 73.1%. At the beginning of the study, I2 formed a cluster pair with I1 at 75% match level; however, at the end of the study I2 formed another one with I3 at 96.5%. From these associations we might assume that Teacher 10 changed largely the features she attributed to her ineffective and typical teachers.

4.1.11 Teacher 11

Teacher 11 is a graduate of the Faculty of Theology at Selçuk University, Konya. He has been appointed three years ago to a nearby village as a teacher of religion-culture, and morale. Last year, due to the lack of English teachers, he began teaching English at the fourth and fifth grades. He did not participate in any teacher development programs except the obligatory one offered by the Ministry of Education at the inauguration to teaching.

I want to improve my teaching. I want to deserve the money that I earn. I am here to improve my teaching in general but particularly my English. I want to learn English as well as how to teach English to my students in the village.

4.1.11.1 The Content and Structure of Teacher 11's Personal Theories at the Beginning of the Study

Teacher 11's grid data consists of 6 constructs and 11 elements at the beginning of the study. The FOCUSed grid of Teacher 11 as shown in figure 4.31 reveals the construct and element trees at 80% cut off point.

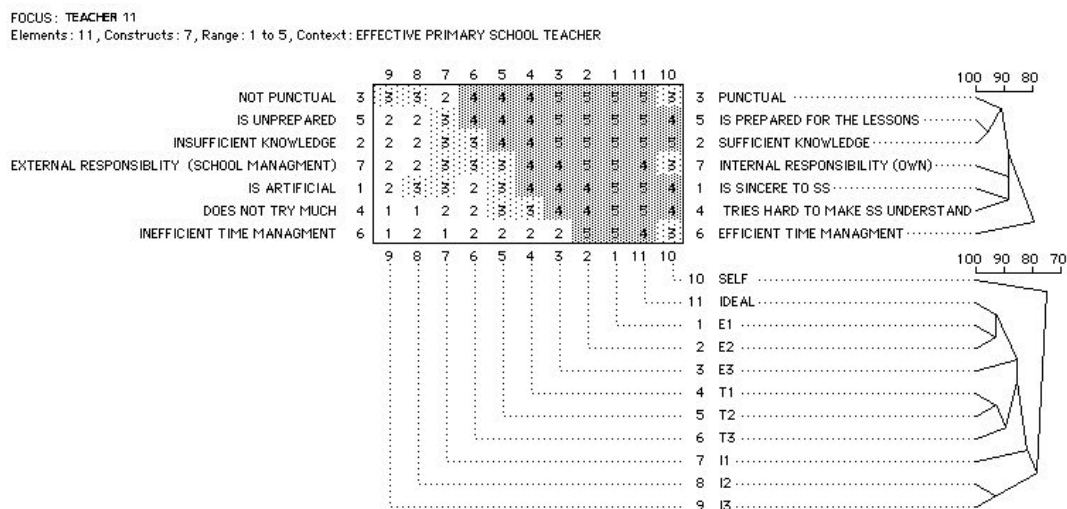


Figure 4. 31 Teacher 11's FOCUSed grid at the beginning of the study.

- **Construct links**

The constructs of Teacher 11 revealed one big cluster and one isolate at the beginning of the study. The main cluster consists of two sub-clusters each consisting of three constructs. The first sub cluster consists of the constructs is prepared for the lessons, (C5) has sufficient knowledge (C2), and punctual (C3). The constructs is

prepared for the lessons (C5) and sufficient knowledge (C2) associate with each other at the closest level with 95.5% match level. The construct punctual (C3) subordinates these two (C5 and C2) at 90.9% match level.

The second sub cluster consists of the constructs is sincere to students (C1), tries hard to make the students understand (C4), and internal –own responsibility (C7) matching each other at 88.6% level.

The isolate construct in the grid data of Teacher 11 at the beginning of the study is efficient time management (C6). Despite the fact that this construct is an isolate, it is the second of Teacher 11's high priority constructs at the beginning of the study. The other high priority constructs, according to their order of importance as indicated by Teacher 11, are punctual (C3), has sufficient knowledge (C2), is prepared for the lessons (C5), and tries hard to make the students understand (C4). It might be assumed that Teacher 11, at the beginning of the study, regards effective primary grades of four and five English teachers as people who have sufficient knowledge in the topic they are teaching, make preparations for their classes, and are punctual. These people, sincere to their students, feel an internal responsibility for the learning of their students and thus try hard to make the topic they are teaching understood. When Teacher 11 was asked on this cluster, he said:

Quotation 47:

It is a prerequisite to have sufficient knowledge in the topic you are teaching. Let alone any other reason, the self-esteem of the teacher deteriorates while teaching anything about that he does not have sufficient knowledge. Even if he has, he should come to the class prepared and on time. He should do his best to make the students understand the topic. This is often not the case as teachers receive their salary, whether they teach anything or not. People should deserve the money they get. Besides, students will understand and appreciate the importance that you give or do not give to your job and react accordingly. Many times, I look up in the dictionary the word that the students are going to learn that day and the grammar structures before I get into the class.

- **Element Links**

The elements of Teacher 11 have shown a clear-cut pattern at the beginning of the study. Each group of teachers formed a separate group. The first sub-cluster within the main cluster consists of Teacher 11's ideal perception of a teacher, and his most and

second most effective teacher at the beginning of the study matching each other at 92.9%. E3 is linked to these at 85.7%.

The second sub-cluster consists of Teacher 11's typical teachers. T1 and T2 associate with each other at 92.9% match level and T3 subordinates these (T1&T2) at 89.3%. I2 and I3 matching each other at 92.9% form another cluster besides the main cluster. I1 placed between the two clusters is linked to I2 at 78.6% and to T3 at 82.1% (see figure 4.31). Teacher 11's current perception of himself is an isolate located at the top of the grid. He seems not to be able to place himself within any group of teachers.

4.1.11.2 The Content and Structure of Teacher 11's Personal Theories at the End of the Study

Teacher 11's grid data consists of 10 constructs and 11 elements at the end of the study. Figure 4.32 shows the FOCUSED grid of Teacher 11 with the construct and element trees at 80% cut off point.

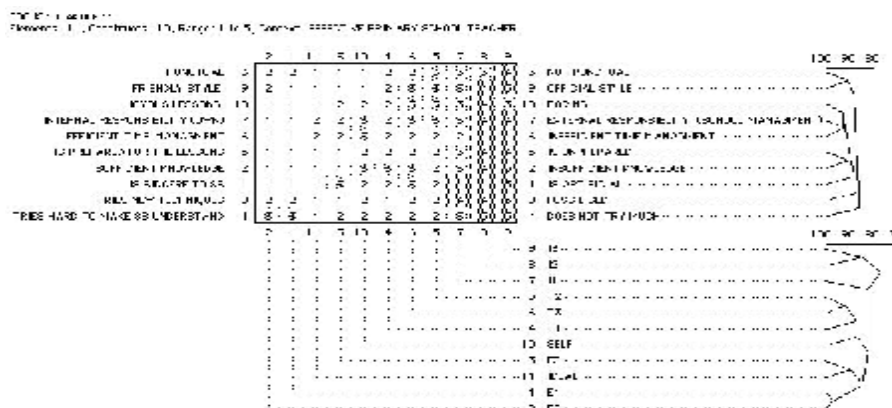


Figure 4.32 Teacher 11's FOCUSED grid at the end of the study.

The FOCUSED analysis of Teacher 11's grid at the end of the study produced two clusters. The constructs punctual (C3) and friendly style (C9) form a cluster at 90.9% match level at the top of his grid data. Teacher 11, at the end of the study, seems to regard having a friendly style in his relations with his pupils and being on time among the features of an effective primary grade four and five English teacher. The main cluster consists of two sub-clusters. The constructs internal –own responsibility (C7), efficient time management (C6) and joyous lessons (C10) match each other at the level of 93.2% and thus form one sub-cluster.

The constructs is prepared for the lessons (C5), sufficient knowledge (C2), match each other at 90.9% level. The construct is sincere to students (C1) subordinates

the constructs is prepared for the lessons (C5), sufficient knowledge (C2) at 88.6% and form the other sub cluster. Hence, Teacher 11 might be considered as to construe effective primary grades four and five English teachers to have entertaining lessons, manage their time efficiently, are responsible, sincere, have sufficient knowledge, and come to the classes prepared (see quotation 47).

The constructs tries hard to make the students understand (C4) and tries out new techniques (C8) are isolates related to the whole grid at 89% and 86% match levels. Indeed tries out new techniques (C8), joyous lessons (C10), and friendly style (C9) are new constructs incorporated into Teacher 11's grid data. When Teacher 11 was asked the meaning he has attached to these newly incorporated constructs, he stated the following:

Quotation 48:

This program has contributed much to my teaching in general.

Throughout the program, I have seen the importance of games and having fun for children during my classes. Besides, I have also benefited much from the experiences of the other participants and have changed the way that I approach the children. I try to be open for communication in any of my classes. Since I am teaching different topics in the village to my students, I now adapt a more holistic approach and try to back up the topics learned in English in my other classes as well. I now try to incorporate game-like activities almost in any of my classes.

The high priority constructs of Teacher 11 are joyous lessons (C10), friendly style (C9), tries hard to make the students understand (C4), punctual (C3), and is prepared for the lessons(C5). The importance that Teacher 11 attached to these constructs can be seen in the quotations he has made so far (see quotations 45&46)

- **Element Links**

The elements of Teacher 11 revealed four element clusters at the end of the study. The first cluster at the top consists of I3 and I2 matching each other at 85%. I1 is placed between the ineffective teachers and typical teachers at the end of the study. I1 is linked to the cluster consisting of I3 and I2 at 77%. The second cluster consists of Teacher 11's typical teachers and his current perception of himself. T2 associates with T3 at 92.5% level. T3 and Teacher 11's current perception of himself are related to T2 and T3 at 87.5%. At the end of the study Teacher 11 seems to regard himself as a teacher having similar features with his typical teachers. It can be seen from his rating scale that he

regarded himself in need of improvement particularly with the constructs sufficient knowledge (C2), internal –own responsibility (C7), and efficient time management (C6).

The third cluster consists of E3 and Teacher 11's ideal perception of himself as a teacher matching each other at 90%. The last cluster consists of E1 and E2 associated with each other at 97.5%. At the end of the study, Teacher 11 seems to have made up his mind regarding the features of his groupings of teachers as they do form separate clusters. There is a clear cut distinction among the teachers that he considers to be effective, typical, and ineffective.

4.1.11.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The Exchange Analysis of Teacher 11 showed an element consensus of 90.9% and a construct consensus of 85.7% over 80% match level.

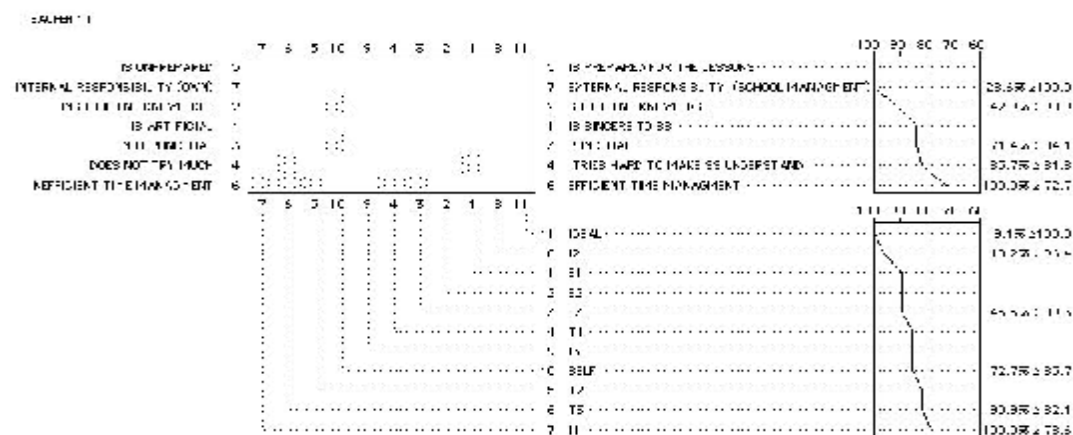


Figure 4.33 The exchange analysis of Teacher 11's FOCUSED 1 and FOCUSED 2 grids

The Exchange analysis of Teacher 11 revealed a structural change only in one construct out of seven. The construct that has shown structural change at 72.7% is efficient time management (C6) (see figure 4.33). On examining the structural change that this particular construct has gone through, we determine the following links established; at the beginning of the study efficient time management (C6) was an isolate regarded among the principal features of efficient primary grades of four and five English teachers. At the end of the study, it formed a sub-cluster matching together with the constructs internal –own responsibility (C7) and joyous lessons (C10) each other at

87.5% match level. The other constructs forming another sub-cluster within the main cluster were is prepared for the lessons (C5), sufficient knowledge (C2), and is sincere to students (C1).

The element that has shown significant structural change at 80% cut off level is I1. At the beginning of the study I1 was placed between the clusters consisting of Teacher 11's ineffective, typical, and effective teachers. I1 linked to I2 at 78.6% and to T3 at 82.1%. At the end of the study, I1 remained an isolate placed between the clusters consisting of Teacher 11's ineffective and typical teachers. This time it was linked at 85% to T3 and to I2 at 77.5% match level. From these associations we might assume that Teacher 11 has not clear cut views regarding the features of I1. He seems to be unable to place I1 at the right place within the cluster consisting of his ineffective teachers after T3 according to the sequence of their effectiveness.

4.2 Overall View of the Content of the Personal Theories

The content analysis of the repertory grid data of the eleven participants produced 100 constructs totally at the beginning and 120 at the end of the study (see Table 4.1). The content of the personal theories of the participants regarding the features of an effective primary grades four and five English teacher, as observed in Table 4.1, might be analyzed under four broad and three sub-categories. These are as follows:

A- Personal Features

B- Student Teacher Relations

C- Teaching Behaviors

1-Lesson Presentation

2- Classroom Management

3- Technical Skill

D- Academic Features

Table 4.1 The Frequency of the Eleven Participants' Construct Categories at the Beginning and at the End of the Study.

CONSTRUCT CATEGORIES EMERGED FROM THE DATA			
A-) PERSONAL FEATURES	F*	TIME 1	TIME 2
1- Gives importance to outside appearance	2	1	1
2- Takes responsibility	2	1	1
3- Gives importance to TQM	2	1	1

4- Disciplined	4	2	2
5- Likes the job	4	2	2
6- Lesson interesting	2	1	1
7- Makes preparation before the classes	8	4	4
8-Gives importance to her lesson	2	1	1
9-Is punctual	4	2	2
10-Regards F.L. useful	2	1	1
11-Is hardworking	2	1	1
12-Is motivated	6	3	3
13-Is strict	2	1	1
14-Is honest in his words and actions	2	1	1
15-Regards English more than a school subject	2	1	1
16-Teaching a part of life	2	1	1
17-Teaches as much as she can	2	1	1
18-Aware of herself as a model to the pupils	2	1	1
19-Communicative	2	1	1
20-Strong personality	2	1	1
21-Brings personal problems into the class	4	2	2
22-Tries hard to make ss understand	2	1	1
23-Internal responsibility (own)	2	1	1
24-Does not use any bad words	2	1	1
25-Successful in his job	2	1	1
26-Warm pleasant personality	2	1	1
27-Sure about what to teach	2	1	1
Total: 27	72	36	36

B-) STUDENT TEACHER RELATION	F*	TIME	TIME
		1	2
1-Keeps promises made to the ss	2	1	1
2-Is respected by the ss	2	1	1
3-Cares about the ss	2	1	1
4-Is loving and caring ss	4	2	2
5-Cares for ss learning	2	1	1

6-Sympathetic to students	2	1	1
7-Has warm attitude to ss	2	1	1
8-Friendly to the ss	3	1	2
9-Aggressive/ Calm to ss	2	1	1
10-No discrimination among ss	4	2	2
11-Sincere to ss	2	1	1
12-Good relations with the ss	2	1	1
13- Liked by the ss	2	1	1
14- Students can open their hearts	2	1	1
Total: 14	33	16	17

C-) TEACHING BEHAVIOUR

C/1-) LESSON PRESENTATION	F*	TIME 1	TIME 2
1-Gives projects	1	0	1
2-Uses songs in the classes	3	1	2
3-Does not make student memorize	2	1	1
4-Active throughout the lesson	4	2	2
5-Enriches the topic with good examples	2	1	1
6-Diversity in the lessons	2	1	1
7-Comparison of Eng/Turkish grammar	2	1	1
8-Teaches English/ Teaches Grammar	1	0	1
9-Asks interesting questions to catch students' attention	2	1	1
10-Variety in the class	2	1	1
Total: 10	21	9	12

C/2-) MANAGEMENT SKILLS	F*	TIME 1	TIME 2
1-Nonviolent discipline procedures	2	1	1
2-Can make the ss do homework	2	1	1
3-Can make the ss focus on the topic	2	1	1
4-Effective classroom management	4	2	2
5-Uses games for teaching	7	2	5
6-Motivates students	3	2	1

7-Physical punishment	2	1	1
8-Uses drama techniques	1	0	1
9-Student centered classes	5	1	4
10-Has small talks with ss	2	1	1
11-Can catch ss interests	2	1	1
12-Regular homework check	2	1	1
13-Freedom of expression in the class	1	0	1
14-Informs the parents rarely	1	0	1
15-Allows noise as long as the ss on task	2	1	1
16-Tries to teach English within a context	2	1	1
17-Activity based learning	6	2	4
18-Efficient time management	2	1	1
19-Moves around in the class	2	1	1
20-Efficient teaching	6	3	3
21-Enables ss participation	2	1	1
22-Does not bore ss	2	1	1
23-Entertaining lessons	5	2	3
24-Tries new techniques	1	0	1
25-Considers ss in class performance too	1	0	1
Total: 25	67	27	40

C/3-) TECHNICAL SKILLS	F*	TIME	TIME
		1	2
1-Incorporates pc into lessons	2	1	1
2-Uses different visual teaching materials	4	1	3
3-Uses different techniques	2	1	1
4-Uses extra materials	4	2	2
5-Uses extra tasks for teaching	1	0	1
6-Effective blackboard use	2	1	1
Total: 6	15	6	9

D- ACADEMIC FEATURES	F*	TIME 1	TIME 2
1-Open to personal development	4	2	2
2-Programmed self-study	2	1	1
3-Sufficient ELT knowledge	4	2	2
4-Successful at exams	2	1	1
Total: 4	12	6	6
<u>GRAND TOTAL: 86</u>	<u>220</u>	<u>100</u>	<u>120</u>

Some constructs like walks around-moves around, comes to the class prepared - prepares for the lessons, and joyous lessons- enjoyable lessons-entertaining lessons have been categorized as a single one as they do express the same entity within the tables above.

At the beginning of the study (Time 1), 11 teachers used 100 constructs to determine the features of an effective teacher of English teaching the fourth and fifth grade teacher (see table 4.2 and figure 4.34).

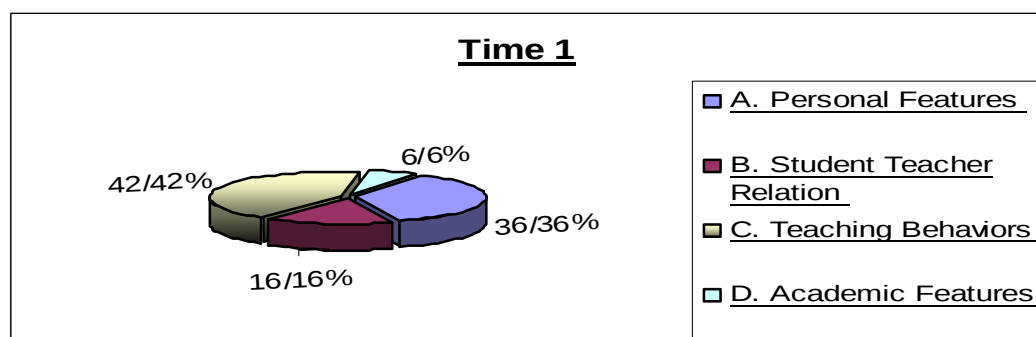


Figure 4.34: Overall View of the Construct Frequency at the Beginning of the Study

As it can be seen in figure 4.1, out of these 100 constructs, 36 are related to personal features of a fourth and fifth grade English teacher, 16 with student teacher relations, 42 with the teaching behavior, and 6 with the academic qualities of the teachers teaching fourth and fifth graders English. Out of these 42 constructs related to the teaching behavior of a fourth and fifth grade English teacher, 9 are related to lesson presentation, 27 to classroom management skills, and 6 to technical skills of an effective fourth and fifth grade English teacher while teaching these grades. The category of teaching behavior is the largest one out of these categories (see figure 4.1). Within this category, the constructs regarding the features of classroom management compose the

largest subcategory. This shows that the participant teachers deem the features regarding the teaching behavior more relevant to the characteristics of effective fourth and fifth grade English teacher. Regarding these features, the ones related to the management of the classroom have a larger place compared to the others within the same category.

Table 4.2 Number and Frequency of Constructs at Time 1 and Time 2

Construct categories	Time 1	Time 2	Frequency at Time 1	Frequency at Time 2
A. Personal Features	27	27	36	36
B. Student Teacher Relation	15	15	16	17
C. Teaching Behaviors	34	45	42	61
C1. Presentation Skill	8	10	9	12
C2. Management Skill	21	25	27	40
C3. Technical Skill	5	6	6	9
D. Academic Features	4	4	6	6
Total:	80	90	100	120

The constructs that are cited most at the beginning of the study are makes preparation before the classes (4 times), motivated (3 times), and efficient teaching (3 times) (see Table 4.1). The first of these two constructs are categorized under the categories of the personal features of an effective fourth and fifth grade English teacher. During the follow-up interviews with the teachers, we found out that, they were among the core-constructs of some participants (see Teacher 6&9).

Makes preparation before the classes (4 times) entailed during the ‘laddering down’ technique (Pope and Denicolo 2001) used implied different entities. Teacher 11 considered makes preparation before the classes as learning the issue that was going to be taught to the students in order to prevent the deterioration of the teacher’s self esteem (see Quotation 48); whereas, Teacher 9 considered it as a preparation of the materials for teaching a particular topic addressing to different types of intelligence (Gardner, 1993). The other two teachers (Teacher 2 & 8) considered this construct in the truest sense of the word and regarded it as making plans for each class they taught.

The other two constructs that occurred the most frequent are motivated (3 times), and efficient teaching (3 times). These two are again umbrella terms. During the follow up interview, the application of the “laddering down” technique (Sendan 1995, Pope

and Dencio, 2001) has shown that; whereas Teacher 5 regarded motivated as the motivation for professional development, Teacher 6 and 10 considered it as motivation for teaching the young learners. Similarly, efficiency of a teacher was not considered as equal to efficient teaching. Despite her own belief, Teacher 10 assumes that some teachers consider the efficiency of a teacher equal to the proficiency she has in that language (see Quotation 46). On the other hand efficient teaching was considered as adding diversity while teaching English and not being solemnly the mediator of the book (see Quotation 1), and for Teacher 6 teaching the language as a whole.

As in the above-mentioned constructs, “laddering up and laddering down” techniques have proven that the constructs provided by the participants with the same label can mean actually different entities than those expressed.

At the end of the study (Time 2), 11 teachers used 120 constructs to distinguish the features of an effective fourth and fifth grade English language teacher from an ineffective one (see table 4.2 and figure 4.35).

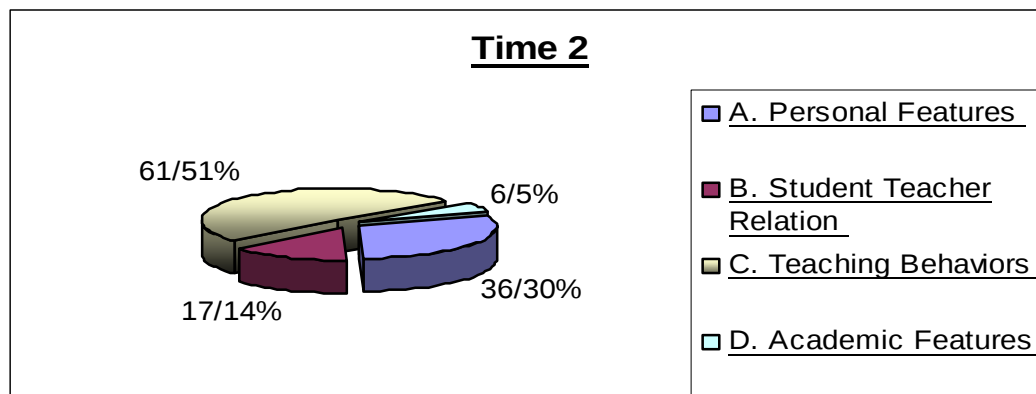


Figure 4.35: Overall View of the Construct Frequency at the End of the Study

As figure 4.35 reveals, out of these 120 constructs, 36 are related to personal features, 17 are concerned with student-teacher relation, 61 with the teaching behavior, and 6 with the academic qualities of effective fourth and fifth grade English teachers. Out of these 61 constructs related to the teaching behavior of a fourth and fifth grade English teacher, 12 are related to lesson presentation, 40 to classroom management skills, and 9 to technical skills of an effective fourth and fifth grade English teacher. At the end of the study, the highest percentage among the categories is related again to the teaching behaviors of effective fourth and fifth class English teachers. Regarding the other categories, an increase of a single construct was in the category of student teacher behavior. The other categories did not change. Although the numbers of the constructs

within the categories were the same, there was a decrease in the percentage. Hence, the percentage of the category of academic features decreased from 6% to 5% and that of personal features from 36% to 35% (see figure 4.34 and 4.35). This stems from the fact that the overall number of the categories has risen to 120. The highest percentage of increase in the frequency was in the category of teaching behavior. Whereas, the number of constructs was 41, equal to 41%. At the end of the study, the number of constructs is 61, equal to 51%. The highest increase in the frequency among the subgroups of teaching behavior was in the subgroup of classroom management with an increase of 15 constructs. This means that the participant teachers had added five times more constructs compared to other subcategories within the same category as the participants added three more constructs to the subcategories of lesson presentation and technical skills respectively. This means that they deem this category more important compared to other categories. This finding is in line with the input provided throughout the teacher development program. Teachers personalize their practices many times within the classes. Hence, in line with their teaching practices, they consider themselves either to be successful or failure. This fact expressed by Claxton (1989, p. 60) expresses it as follows:

“What started out as an objective assessment like ‘that lesson didn’t go as well as I had expected’ get recast as ‘I made a mistake’ which leads to ‘I’m a poor teacher’ and even ‘I’m a failure (as a person)’”

Nias (1989 in Pollard 1997, p. 38) states the following regarding the perceptions of teachers in classroom practices: “We all have strengths and weaknesses and most teachers would agree that classroom life tends to reveal these fairly quickly”.

Moreover, for many researchers, the focus of teacher thinking is “teacher’s subjective school related knowledge” (Day. Pope and Denicolo, 1990, p.1). Halkes and Olson (1984, in Day. Pope and Denicolo, 1990, p.1) state the following:

Looking from a teacher thinking perspective at teaching and learning one is not so much striving for the disclosure of ‘the’ effective teacher but for the explanation and understanding of teaching processes as they are. After all it’s the teacher’s subjective school related knowledge which determines for the most part what happens in the classroom; whether the teacher can articulate his/her knowledge or not. Instead of reducing the complexities of the teaching learning situations into a few

manageable research variables, one tries to find out how teachers cope with these complexities.

If we analyze in detail the most cited construct among these categories, the high increase in the number of the constructs in the category of teaching behavior leads also to changes in the sequence of the constructs cited most frequent. The most cited constructs at the beginning of the study were among the personal features of effective fourth and fifth grade English teachers makes preparation before the classes (4 times), motivated (3 times), and among the management skills efficient teaching (3 times).

However, at the end of the study, the most cited constructs are uses games for teaching (5 times), activity based learning (4 times), student centered classes (4 times), makes preparations before the classes (4 times), motivated (3 times), efficient teaching and entertaining lessons (3 times each). Except for makes preparations before the classes and motivated which have been categorized as person features of effective fourth and fifth grade English teachers, all the others are among the teaching behaviors of these teachers. These constructs uses games for teaching (5 times), activity based learning (4 times), student centered classes (4 times), efficient teaching (3 times), and entertaining lessons (3 times), fell under the management skills sub section of the teaching behavior category. Whereas, at the beginning of the study, the most frequent cited constructs were among the personal characteristics, at the end they were mostly from the teaching behaviors category. This indicates that the features of effective fourth and fifth grade English teachers are considered to be more related to the teaching behaviors of the teachers' rather than personal traits. Besides, the most cited constructs within this category had been present during Time 1 as well, but the frequency increased at least twice at the end of the study on these constructs. This fact also shows the importance the participants attached to the classroom procedures of fourth and fifth grade English teachers.

In the categories below, changes in frequency regarding each category are given in detail.

4.2.1 The First Category: Personal Features

In this category, there are 36 constructs. These 36 constructs have been cited 72 times throughout the study. Table 4.1 shows that the frequency of makes preparation before the classes is the highest as it had been cited most at the beginning and the end of the study (four times). This construct was mentioned three times among the higher order

constructs of the participants in the study (see Teacher 2 & 11). As other participants have mentioned this construct as well, it might be assumed that the participants regard it as the most essential personal feature of efficient fourth and fifth grade English teachers.

The next construct with a frequency of six is motivated. This construct was mentioned three times both at the beginning and at the end of the study. However, motivation is an umbrella term used by participants to indicate motivation for teaching young learners and for professional development.

The constructs, cited twice both at the beginning and at the end, of the study were disciplined, likes his/her profession, punctual, does not carry private problems into the class.

The remaining constructs within this category cited once at the beginning of the study and at the end are; gives importance to outside appearance, takes responsibility, gives importance to TQM, lesson interesting, gives importance to her lesson, regards F.L. useful, hardworking, strict, honest in his words and actions, regards English more than a school subject, regards teaching as a part of life, teaches as much as she can, aware of herself as a model to the pupils, communicative, strong personality, tries hard to make ss understand, internal responsibility, does not use any bad words, successful in his job, warm pleasant personality, and sure about what to teach. Despite the fact that these constructs within this category are cited only once, some of them gives importance to outside appearance, takes responsibility, regards F.L. useful gives importance to her lesson were among the high priority constructs of the participants. Hence we can assume that regardless of the fact that they are mentioned only twice by the participants, some of them are considered equally important.

4.2.2 The Second Category: Student Teacher Relation

The second category consists of 15 constructs regarding the pupil teacher relation of primary grades English teachers. The participants cited these 15 constructs 33 times; 16 times at the beginning of the study and 17 times at the end. The most cited constructs in this category are loving and caring for the students, no discrimination among the students, and friendly to the students. Except the last one, these categories were cited four times. The last one was cited twice at time two and once at time one. This construct was added by one of the participants to his existing construct cluster at the end of the study. Indeed it was among the high priority constructs of Teacher 11. The remaining constructs within this category were only cited twice but this did not

make them less important to the participants of the study. These twelve constructs are; keeps promises made to the students, respected by the students, cares about the students, cares for students learning, sympathetic to students, warm attitude to students, calm to students, sincere to students, good relations with the students, liked by the students, and students can open their hearts.

4.2.3 The Third Category: Teaching Behaviors

There are 45 constructs in this category, which is displayed in three subsections. Out of these 43 constructs, 10 belong to the subsection of lesson presentation, 25 to management skills, and 8 to technical skills. The participants cited these constructs 103 times throughout the study. They referred to this category 42 times at Time 1 and 61 times at Time 2. Consequently, this category was the most frequent referred one with the highest change in the content. There has been a noticeable increase in the content at Time 2. Regarding the increase in the content of each subsection, section C/2, management skills leads with six new constructs, followed by subsection C/3 technical skills with three new constructs, and C/1 lesson presentation with two new constructs added to their content. Detailed evaluation of the subcategories is given below:

A. Lesson Presentation

In this subsection, the most frequent cited constructs are active throughout the lesson cited four times and uses songs in the classes cited three times throughout the study. At the end of the study, the latter construct has been cited twice, indicating that one further participant considered it important compared to the beginning of the study.

The constructs added at the end of the study are gives projects and teaches English. This indicated that due to the experience they had had during the program, they now at the end consider giving projects to the students and teaching English as a whole for communication more important than teaching only the grammar of English.

The six constructs cited twice, once at Time 1 and once at Time 2 are; does not make student memorize, enriches the topic with good examples, diversity in the lessons, compares English and Turkish Grammar, and asks interesting questions to catch students' attention. The participants deemed these constructs equally important both at Time 1 and at Time 2.

B. Management Skills

In this subsection, we can see that the most frequent cited construct is uses games for teaching. This construct, cited seven times, two times at the beginning and

five times at the end of the study, is the second among the most cited constructs. This indicated that the participant teachers regarded using games for teaching as a necessary feature among the features of an effective fourth and fifth grade English teacher.

The other construct cited six times by the participants are activity based learning, cited twice at Time 1 and four times at Time 2, and efficient teaching cited three times respectively. This might indicate that the teachers teaching English at the fourth and fifth class have to make use of activities in their lessons and plan their teaching on these.

The construct entertaining lessons was cited twice at Time 1 and three times at Time 2, student centered classes was cited only once at Time 1 and four times at Time 2, and effective classroom management is cited twice respectively. This might be due to the program they have been involved in, leading them to reorder, 'reconstruct' (Sendan, 1995) their constructs at the end of the study.

A decrease in the frequency was seen in the construct motivates students which is cited twice at the beginning of the study and only once at the end (see Quotation 37).

The other constructs added at Time 2 and thus cited once were: uses drama techniques, freedom of expression in the class, informs the parents rarely, tries new techniques, and considers ss in class performance too. The constructs added at Time 2 focus on the use of novel techniques and discipline procedures. Hence, it might be assumed that the participants due to their experiences made their personal theories explicit on these features concerning primary grade English Teacher. They seem to have gained new insights concerning these two issues.

Nonviolent discipline procedures, can make the students do homework, can make the students focus on the topic, uses no physical punishment, has small talks with students, can catch students interests, regular homework check, allows noise as long as the students on task, tries to teach English within a context, efficient time management, moves around in the class, enables students participation, and does not bore students are the constructs deemed equally important at Time 1 and Time 2 as they were cited twice. The participants considered them as equally important as they cited them only once at Time1 and Time 2.

C. Technical Skills

In this subsection, the most cited constructs are uses different visual teaching materials and uses extra materials. These two constructs are not categorized as individual constructs because extra materials imply materials addressing to different

senses individually or simultaneously. However, the former construct has been labeled through ‘combining and collapsing’ (Sendan 1995, p. 108) it. These two constructs have been cited for four times throughout the study. The former construct has been referred to only once at Time 1 and three times at Time 2; whereas, the latter has been cited twice distinctively. The high frequency of the materials indicates the importance that they had while teaching children English.

The constructs cited twice, once at Time 1 and once at Time 2, are incorporates pc into lessons, uses different techniques, effective blackboard use. The participants of the study considered them equally important at Time 1 and Time 2. Indeed personal computer and blackboard might be regarded as further visual materials. However, the pc as well as the blackboard might be used for multiple purposes. What effective blackboard use indicates is the use of the blackboard so that the students can see a flow of thought at the end of the class.

The only construct added to this category at the end of the study is uses extra tasks for teaching cited only once in Time 2. This is highlighting the importance of diversity while teaching children, as they get easily bored compared to elders.

4.2.4 The Fourth Category: Academic Features

This category, though very important, has the least amount of constructs compared to the previously mentioned ones. In this category there are only four constructs mentioned twelve times throughout the study. They were mentioned six times at the beginning and six times at the end. Among the academic features to be found in primary grade English teachers, the construct that was mentioned with the highest frequency is sufficient ELT knowledge, which has been considered as a prerequisite for teaching young learners.

The remaining four constructs within this category are; open to development, seeks personal development, programmed self-study, and successful at exams. Just as the constructs in the other categories, the constructs of this category are cited among the high priority constructs of the participant teachers as well.

Table 4.3 The Number of Constructs Regarding the Features of an Effective Primary Grades English Teacher

Frequency of the Participants' Constructs			
Teacher	Time 1	Time 2	Added Constructs
Teacher 1	8	10	uses teaching materials, gives projects
Teacher 2	10	13	uses extra tasks for teaching, uses games for teaching, uses songs in the classes
Teacher 3	7	10	uses games, student- centered classes, uses drama techniques
Teacher 4 *	11	11	No constructs added
Teacher 5	9	12	activity based teaching, student centered classes, freedom of expression
Teacher 6	9	12	considers students in class performances too , teaches English, informs parents frequently
Teacher 7	7	10	uses additional visual materials, activity based classes, uses games in the class
Teacher 8	10	10	student centered classes
Teacher 9 *	9	9	No constructs added
Teacher 10*	13	13	No constructs added
Teacher 11	7	10	tries out new techniques, joyous lessons, friendly style
Total	100	120	

As it can be seen in Table 4.3, the first change of the content regarding the personal theories of the participant teachers is in the form of adding new constructs to their existing construct systems. Except three, all teachers added some constructs at the end of the study (see Table 4.3). The constructs that are added at the end of the study belong to the category of teaching behaviors mainly to the subsection C.2 and C3 (see figure 4.36). Only one construct, friendly style, belongs to the category of student-teacher relation. If the added constructs are to be categorized, this one is in the category of student- teacher relation. The remaining constructs added at the end of the study are in the broad category of teaching behaviors (see figure 4.36). Out of these, three are in the subcategory of lesson presentation, fourteen in the subcategory of management

skills, and three in the subcategory of technical skills (see figure 4.36). The subcategory of the teaching behaviors category with the highest frequency both at the beginning and at the end of the study was that of classroom management. As it can be seen in table 4.3 and figure 4.36, the constructs of the participant teachers were related mostly to this particular category. This indicates the importance the participant teachers gave to the teaching behavior, especially to the classroom management skills of the teachers who teach the fourth and fifth grades as indicated by Pollard (1997, p. 38)

Indeed a very important factor which influences teacher's perceptions in the classroom, is that the teacher has to 'cope', personally as well as professionally with the classroom situation. For this reason, a fundamental element of classroom coping, or survival, is very deeply personal, for it involves teachers, with a particular image of their self, acting in the very challenging situation, which the classrooms represent.

Indeed some of the participants' reasons for attending the Teacher Development Program were in-line with the above quote (see Teacher 5 % Teacher 7) These results make us assume that the participant teachers have gained new insights and thus formed new constructs regarding the features of effective teachers teaching the fourth and fifth graders English.

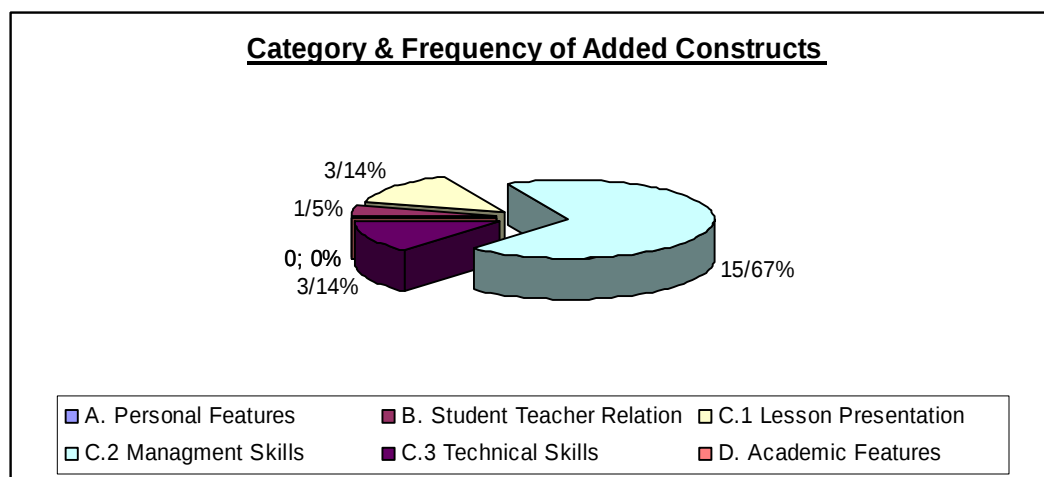


Figure 4.36: Category & Frequency of the Added Constructs at the End of the Study

Some of the constructs added are also included in the high priority constructs of the participants at the end of the study (see Table 4.4). Another feature worth mentioning is that, except two, all the teachers incorporated the constructs added at the end of the study to their existing high priority constructs. According to the importance

attached, these constructs found their places within the high priority constructs at different positions.

If we are to compare the high priority constructs at the beginning and at the end of the study, following can be seen:

The comparison of Teacher 1's high priority constructs at the beginning and at the end of the study revealed that the second high priority construct (C7) was changed with a construct added at the end of the study. Furthermore, the rank order of the high priority constructs changed as well.

On comparing the high priority constructs of Teacher 2, we see that the constructs (C6) and (C7) are replaced with the constructs (C13) and (C3) with (C13) at the position of the most important construct.

The high priority constructs of Teacher 3 showed changes as well. The constructs (C2), (C6), and (C5) were exchanged with the constructs (C3), (C8), and (C9). Indeed the constructs (C8) and (C9) are among the recently added constructs at the end of the study (see Table 4.4).

The comparison of the high priority constructs of Teacher 4 revealed that the constructs at the top and at the fifth position (C2&C6) were changed with the constructs (C10& C11).

The comparison of the high priority constructs of Teacher 5 at the beginning and at the end of the study revealed that the constructs (C5), (C7) and (C9) were exchanged with the constructs (C10), (C11) and (C12) at the end of the study. (C10), (C11) and (C12) are among the recently added constructs at the end of the study (see Table 4.4).

Some significant changes were seen in the high priority constructs of Teacher 6 as well. Three of the high priority constructs (C1), (C6), and (C8) were replaced with the constructs (C10), (C11), and (C12). These three constructs were added at the end of the study to the construct of Teacher 6 (see Table 4.4).

Teacher 7's high priority constructs showed significant changes as well. The constructs (C1), (C4) have been changed with the constructs (C9) and (C10). They are again among the recently added constructs of Teacher 7 (see Table 4.4).

Comparing Teacher 8's high priority constructs obtained at the beginning to those at the end of the study, we saw that the constructs (C3) and (C8) were omitted and the construct (C6) and (C10) added to her high priority constructs at the end of the study (see Table 4.4). Indeed (C10) is the only recently added construct of Teacher 8.

There have been also some changes in the high priority constructs of Teacher 9 (see Table 4.4). The construct (C9) was replaced with (C1). Indeed both of these constructs were the highest rank ordered construct at the beginning and at the end of the study.

The comparison of the high priority constructs of Teacher 10 at the beginning and at the end of the study revealed that the construct (C3) has been replaced with (C13) (see Table 4.4).

If we are to compare Teacher 11's high priority constructs at the beginning and at the end of the study, we see that (C6), (C2) are replaced with (C9) and (C10). These constructs were again among the constructs added at the end of the study (see Table 4.4).

Table 4.4 High Priority Constructs of the Participant Teachers Regarding the Features of an Effective Primary Grades English Teacher

	High Priority Constructs Time 1	High Priority Constructs Time 2
Teacher 1	(C2) open to development (C7) gives importance to T QM ♦♦ (C6) efficient teaching (C1) is liked by the students incorporates (C3) incorporates PC into his classes	(C6) is efficient teaching (C2) open to development (C3) incorporates PC into his classes (C9) uses teaching materials** (C1) is liked by the students
Teacher 2	(C9) likes his job (C6) can make the students do homework♦♦ (C7) can make the students (ss) focus on the topic♦♦ (C5) makes preparations before the class (C4) enables students' participation	(C13) uses extra tasks for teaching ** (C4) enables ss participation (C5) makes preparations before the class (C3) moves around in the class (C9) likes his job

Teacher 3	(C1)does not discriminate among students (C2)no physical punishment ♦♦ (C6)does not make students memorize ♦♦ (C5)motivates students♦♦ (C7)sympathetic to students	(C1)No discrimination among students (C3)uses different materials (C8)uses games** (C9)uses drama techniques ** (C7)Sympathetic to students
Teacher 4	(C2)gives importance to her lesson♦♦ (C1)has warm pleasant personality (C3) activity based teaching (C8) the topic with good examples (C6)can catch ss interests to the topic taught♦♦	(C10) does not bore the ss in the lessons (C3)activity based teaching (C1)warm pleasant personality (C8)enriches the topic with good examples (C11)respected by the students
Teacher 5	(C1)loving and caring ss (C5) non-violent discipline procedures♦♦ (C7) personal development ♦♦ (C8)programmed self-study (C9) regular homework check♦♦	(C11)student centered** (C10) activity based teaching ** (C8)programmed self-study (C12) freedom of expression** (C1) warm attitude towards ss
Teacher 6	(C2)Likes their job (C5)regards FL useful (C1) compares Turkish and English Grammar♦♦ (C6)is punctual♦♦ (C8)love their students♦♦	(C11)teaches English ** (C12)informs parents frequently ** (C10)considers students in class performances to** (C2)likes their job (C5)regards FL
Teacher 7	(C2)hardworking (C3)high motivation (C1)disciplined♦♦ (C4)tolerant♦♦ (C6) honest in his words and actions	(C10)activity based teaching** (C9) uses additional visual materials** (C3)high motivation (C2)hardworking (C6)honest in his words and actions

Teacher 8	(C8) regards English more than a school subject♦♦ (C1) sure about what to teach (C3) tries to motivate his students♦♦ (C9) walks around during the class (C7) allows noise in the class as long as the students are on the task	(C9) walks around the class (C1) sure about what to teach (C10) student centered classes** (C7) allows noise as long as the students are on task (C6) teaches as much as she can
Teacher 9	(C2) effective classroom management (C7) effective teaching (C3) cares for individual student's problems (C9) keeps promises made to students♦♦ (C4) student centered	(C1) uses extra materials ** (C2) effective classroom management (C3) cares for individual student's problems (C4) student centered classes (C7) effective teaching
Teacher 10	(C6) high motivation (C9) efficient teaching (C1) entertaining lessons (C3) strong personality♦♦ (C8) variety in the class	(C6) high motivation for teaching (C9) efficient teaching (C8) variety in the class (C13) uses games in the class (C1) entertaining lessons
Teacher 11	(C3) punctual (C6) efficient time management♦♦ (C2) sufficient knowledge♦♦ (C5) is prepared for the lessons (C4) tries hard to make the students understand	(C10) joyous lessons** (C9) friendly style** (C4) tries hard to make the students understand (C3) punctual (C5) is prepared for the lessons

Note: The constructs marked with ** are among the ones incorporated recently into the participants existing clusters.

The constructs marked with ♦♦ are the constructs that are replaced with another construct at the end of the study

The changes above imply that the participant teachers have gone through a change process making them rethink their personal theories on the features of effective fourth and fifth grade English language teachers. It seems that they incorporated more constructs that they perceived as a need for their daily practices. Hence, most of the constructs added at the end of the study were related to the category of teaching

behaviors. figure 4.37 shows the construct categories that are replaced at the end of the study. The participant teachers deemed these not as important as they did at the beginning of the study and hence did not incorporate them into their high priority constructs. Unlike the categories of the added constructs, the replaced high priority constructs consisted of each category present in the study. The category with the most replaced high priority constructs were of the category related to the personal features with ten replaced constructs (see figure 4.37). This category is anteceded by the second subcategory of teaching behaviors. Nine constructs were replaced from the category of classroom management subcategory. However, 12 constructs were incorporated from this subcategory into the high priority constructs of the participant teachers at the end of the study (see figure 4.38). One construct was replaced from the category of academic features, and one from the category of student teacher relation. Unlike the category of academic features, a construct was added to the category of student teacher relation (see figure 4.38). Regarding the broad category of teaching behavior, two constructs belonging to the subcategory of lesson presentation were replaced as well (see figure 4.37). All these changes imply that the participant teachers have benefited to some extent from the input provided in teacher development program and had changes in their constructs and the importance they attached to these.

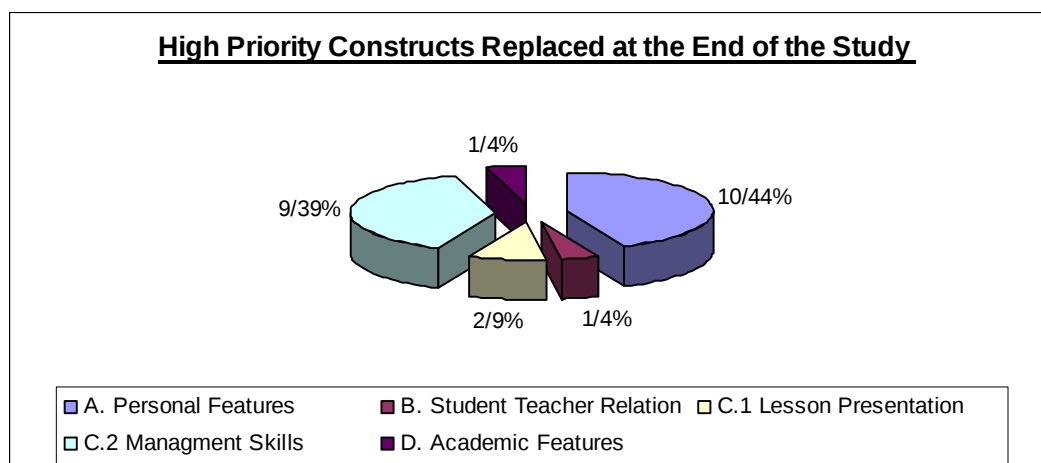


Figure 4.37: Category of the High Priority Constructs Replaced at the End of the Study

Figure 4.38 reveals the construct categories added to the high priority constructs of the participants at the end of the study. The constructs that were added to the high priority constructs at the end of the story belong only to the categories of student teacher relation and teaching behavior. The highest percentage 64%, belongs to the subcategory

of management skills. 12 constructs were added to this subcategory (see figure 4.38). Another one, that of technical skills with five constructs added, antecedes this subcategory. Only one construct was added to the category of student teacher relationship and one to the first subcategory of the teaching behavior category. As only fifteen constructs among the fifty-five high priority constructs of the participants were among the recently incorporated constructs, some of the constructs added to the high priority constructs at the end of the study were among the constructs present at the beginning of the study as well. The importance that the participant teachers attached to these constructs has changed. Thus, they have found their place among the high priority constructs of the participants at the end of the study. Hence, they replaced the twenty-two constructs omitted at time 2 (see Table 4.4)

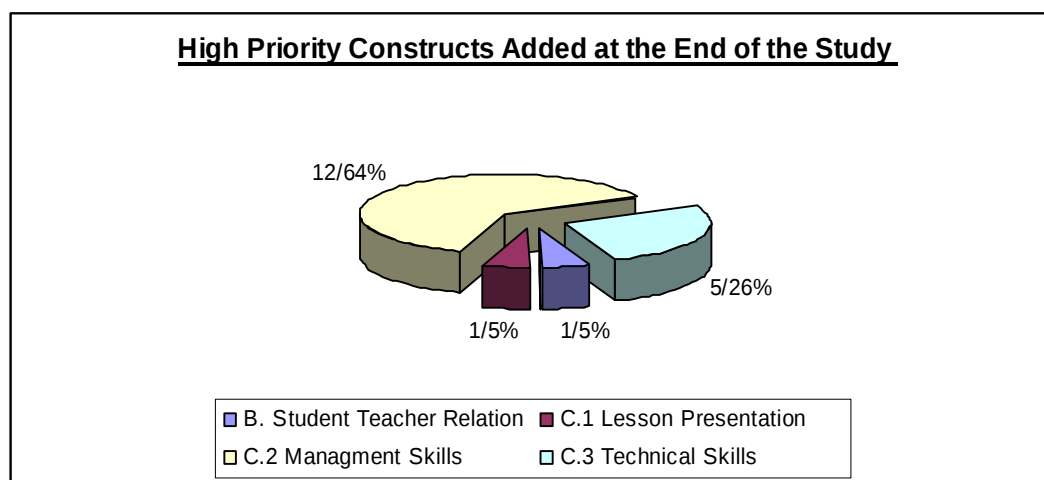


Figure 4.38: Category of the High Priority Constructs Added at the End of the Study

4.3 Overall View of the Structural Changes of the Participants' Theories

The Exchange Grid Analysis of the grid data obtained at the beginning and at the end of the study revealed the changes in the structure of the personal theories prevalent in the participants of the study. There have been considerable changes in the structure of the participants' theories regarding the features of effective primary grade English language teacher (see Table 4.5).

Table 4.5 Frequency of the Constructs, Construct, and Element Changes /at the Beginning and at the end of the study.

<i>Teacher</i>	<i>Frequency of Constructs at Beginning of the Study</i>	<i>Frequency of Constructs at the End of the Study</i>	<i>Changes in the constructs at 80 %</i>	<i>Changes in the elements at 80%</i>
1	8	10	5	4
2	10	13	3	2
3	7	10	3	5
4	11	11	1	1
5	9	12	-	1
6	9	12	2	4
7	7	10	2	5
8	10	10	5	6
9	9	9	3	2
10	13	13	8	6
11	7	10	1	1
Total: 100		Total: 120	Total: 33	Total: 37

Table 4.5 presents the number of the personal constructs held by the participants at the beginning and at the end of the study. It also presents the elements that underwent changes.

When we analyze Table 4.5, we see that ten out of eleven participants had structural changes in their constructs. The total amount of constructs that underwent structural changes is 33. Three teachers had structural changes in more than half of their constructs at 80%.

There were also changes in the elements at 80%. Eleven teachers revealed 37 structural element changes in the exchange analysis of their grid data. These findings suggest that, although the participant teachers have had the same input, “development in personal theories is highly variable” (Sendan and Roberts, 1998) among the participants. The constructs and elements that underwent structural changes are given in detail in Table 4.6. The categories and the percentage of the constructs that underwent

structural changes at 80% are given in figure 4.39. These changes are remarkable as Kennedy (1991, p. 16) states:

Often, despite their intentions to do otherwise, (...) teachers teach as they were taught. (...) the conventional images of teaching that derive from childhood experiences, make it very difficult to alter teaching practices, and explains in part why teaching has remained so constant over so many decades of reform.

The participant teachers had changes in over one third of their constructs at the beginning of the study.

Table 4.6 Constructs and Elements with Change at 80% Level.

Teacher	Constructs with Change at 80 %	Elements with Change at 80%
1	efficient teaching (C6), is open to development (C2) , students can open their hearts (C8), incorporates PC into his classes (C3),is liked by the students (C1)	I3, T1, T2, and E3
2	lessons interesting (C9), moves around in the class (C2), likes his job (C8)	I2 and T3
3	Is sympathetic to students (C7), uses different materials (C3), and uses different techniques (C4).	E3, I2, I1, T3, and T1.
4	is active throughout the lesson (C7)	I3
5	No constructs with change	current self
6	regards FL useful (C5) and love their students (C9)	I1, I3, T3, and I2
7	High motivation (C3) and tolerant (C4).	E2, T2, T1, I2, and I3
8	uses bad words in the class (C3), sure about what to teach (C1), preparation for each class (C6), regards silence as a prerequisite for learning (C9), and teaches as much as she can (C5)	E2, E3, I1, Teacher 8's current self-perception, I3, and I2.
9	uses extra materials (C1), effective classroom	I2 and T3

	management (C2), and aware of herself as a model to the students (C8).	
10	Calm to students (C7), communicative (C10), sufficient ELT knowledge (C2), successful at exams (C11), strong personality (C3), and does not carry private problems into the class (C5), efficient teaching (C9), high motivation for teaching (C6).	T1, T3, I1, T2, I3, and I2
11	efficient time management (C6)	I1
Total: 11	Total: 33	Total: 37

The figure below shows the categories of the constructs that have shown structural changes at 80% are given in figure 4.39.

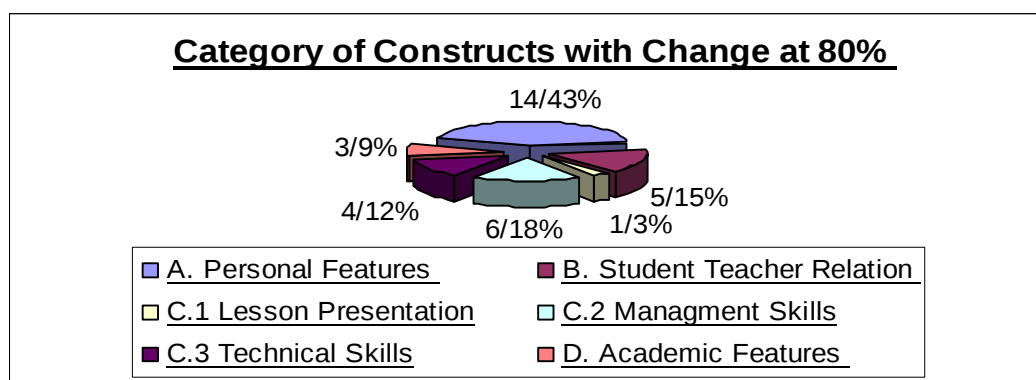


Figure 4.39 Category of the Constructs with Change at 80% at the End of the Study

The frequency of the constructs regarding the personal features of an effective fourth and fifth grade English language teacher remained stable at the beginning and at the end of the study. However, this category was the one which was replaced most among the high priority constructs of the participant teachers at the end of the study, and the one that underwent the highest percentage of structural change (see figures 4.4 & 4.6). Similarly, the frequency of the category related to the academic features did not change. However, out of the six constructs, present both at time 1 and time 2, 3 underwent structural changes at the end of the study. The category that underwent the highest percentage of structural change after that of the personal features ,43% is the category of the teaching behavior with 33%. Hereby the percentage of each subcategory is as follows; lesson presentation 3%, management skills 18%, and of

technical skills, 12% (see figure 4.39). Regarding the category of student teacher relation, there was a structural change at 15% with the five constructs that underwent structural change. In total, there were structural changes in 33 constructs equaling to 33% of the constructs at the beginning of the study. Approximately one third of the participants' constructs underwent structural changes. There were structural changes besides the 33 constructs also in 37 elements (see figure 4.40).

A closer look to figure 4.40 shows that there are changes in almost any element of the participant teachers except the most effective participant teacher and their ideal self perception. This finding is compatible with the findings of Sendan and Roberts (1998, p.241), conducted with pre-service teachers as "personal models of teaching exert a powerful, ongoing effect upon student teachers' belief systems. These models tend to stability while construction of self is subject to change" (see Teacher 5 & Teacher 8). Other six teachers' current self perception are close to the 80% level indicating a structural change in the perceptions of their current selves. These teachers are Teacher 2, Teacher 3, Teacher 6, Teacher 7, Teacher 10, and Teacher 11.

Another element with a similar number of changes is the second most efficient teacher of the participant teachers. There were changes in the perceptions of only two teachers concerning the second most efficient teacher. Teacher 7 and Teacher 8's perceptions of the second most efficient teacher changed at the end of the study (see figure 4.40).

There were three changes in the participant teachers' perception of their third most efficient teacher (E3).

There were twelve changes in the perceptions of the participants' typical teachers. In this group of elements, most of the changes happened in the perception of the participants related to the third typical teacher (T3). There were totally 5 changes in the perceptions of the participant teachers regarding the features of the third typical teacher (see figure 4.40).

The group of ineffective teachers revealed eighteen changes in total. Regarding the changes of the participants' perceptions of the characteristics of this group, most of the changes happened in their perception of the second ineffective teacher (I2). This element with seven changes was the most frequent among the elements with change. The most ineffective teacher (I3) preceded this element with six changes (see figure 4.7). These findings indicate that the teachers had their most instable perceptions

regarding the features of ineffective teachers and typical teachers compared to the effective teachers.

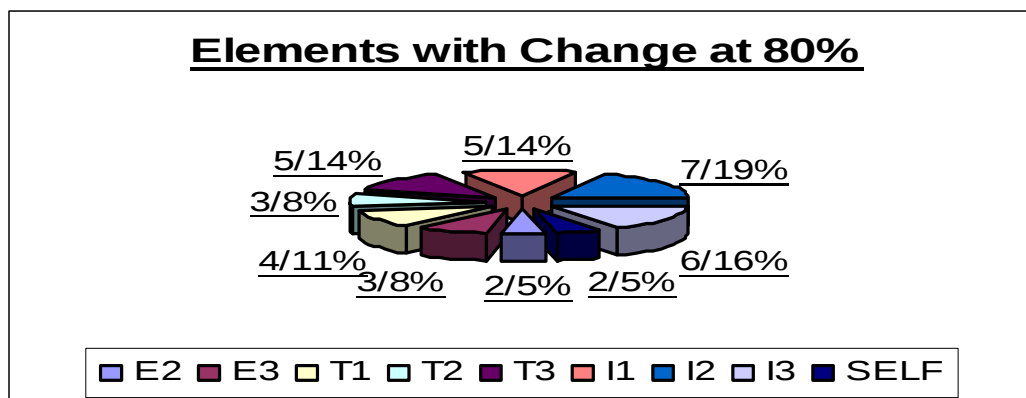


Figure 4.40 Elements with Structural Change at 80% at the End of the Study

The reason for this might be that the teachers whom the participant teachers regarded as model teachers had deep effects on the participants. Thus, changes in the perceptions of the participants' current selves as a teacher are possible (see Table 4.1). However, no changes occur in their perceptions of their ideal teacher and of their most effective teacher (see figure 4.40). Indeed, "the remembered teacher is a strong model. (... and teachers') current behavior reflects former teachers. Education students have usually internalized – in part unconsciously- the practices of their own teachers" (Fuller & Brown, 1975, pp. 63-64). In a more recent study made by Sendan and Roberts (1998) on student teachers' development of personal theories, they come to a similar finding. These "personal models of teaching exert a powerful, ongoing effect upon student teachers' belief systems." (Sendan & Roberts 1998, p. 241).

The reason for the high percentage of change in the elements of the typical teachers and ineffective teachers might be that these groups of teachers are not remembered well and do not have a lasting effect upon the participants' belief systems. Thus, they are the ones that the participants do not have clear-cut opinions about their characteristics. A further reason might be as stated by one of the participant teachers (Teacher 6) that injustice was done to the group of typical teachers rating them so low. As it can be seen in figure 4.40, the elements that are on the border from one group to the other such as T3, have a high frequency as well. This also might indicate that the participant teachers cannot place these teachers within the group of teachers they consider as typical or ineffective..

Figure 4.40 shows also that I2, the second of the most ineffective teacher, has the highest percentage in the elements with change. This might stem from the fact that the participants are able to distinguish the features of ineffective teachers but have their doubts regarding the level of their ineffectiveness. Moreover, the features that make a teacher be labeled as ineffective changes as well, as it can be inferred from the quotations made by the participant teachers (see quotations 13, 22, and 46).

4.3.1 The Overall View of Changes in the Participant's Construction of Self and Ideal Self at the Beginning and at the End of the Study

Table 4.7 Participants Construction of Self and Ideal Self as Teacher

Teacher	Self	Self –link at the Beginning of the Study	Self –link at the End of the Study	Ideal	Ideal - link at the Beginning of the Study	Ideal – link at the End of the Study
1	84,4	Isolate	E2	96,9	E2-E3	Isolate
2	80,6	E1-E3	E2	88,9	E1-E3	E2
3	85,7	T1-T2-T3	T3	100	E1-E2-E3	E2 -E3
4	88,6	E1-E3	T3	100	E2	E2
5	66,7*	I3	Isolate	100	E1	E1-E2
6	80,6	E3	Isolate	100	E1-T2	E3-E1
7	89,3	Isolate	E1-E2	96,4	E1-E2	Isolate
8	72,2*	E2-E3	E1	80,6	Self	E2
9	88,9	Isolate	Isolate	100	E1-T1	E1
10	83,3	Ideal	E2	100	Self	E1-E3- Self
11	85,7	Isolate	T1	100	E1-E2	E3
		Range:66, 7-89,3		Range:80,6 -100		
		Mean: 74.57		Mean: 87.52		

The analysis of the element links in the grid data, obtained both at the beginning and at the end of the study, provides us with the necessary information regarding the participants' construction of self and ideal-self as teachers. Differences between the participant teachers' constructions in these elements can be determined as well (see Table 4.7)

At the beginning of the study, only one teacher associates with the Ideal teacher, three with the effective ones, one with typical teachers, one with the ineffective one, and two are isolates (see Table 4.7).

This means, except the two teachers who are isolated at the beginning of the study, all the other teachers associate themselves with some of the teachers that they knew previously and consider themselves to have similar qualities.

At the end of the study, we see that out of the eleven participants in the study, five teachers associate themselves with the effective teachers, three with their typical teachers, and three are isolates unable to associate themselves with any of the group of teachers.

The links of participant teachers regarding the associations of the ideal teacher, at the beginning and at the end of the study, remained quite stable. There were only three changes in the links of the ideal teachers at the beginning and at the end of the study. On the other side, in the links established between Time 1 and Time 2, of the current self-perceptions of the participant teachers there were seven changes. This indicates that the participants' perceptions of their current self might change, but their ideal perceptions of a teacher they want to become in future remain stable.

However, the exchange analysis revealed that there were not any changes in 8 participants' construction of themselves. There were changes only at 80% cut off point in the current perception of Teacher 5 and Teacher 8. This outcome is quite natural as Ruddock (in Yumru 2000, p.142) reminds that "if we accept that practitioners' own sense of self is deeply in their teaching, it should not be surprising to us that they find real change difficult to contemplate and accomplish".

4.4 Evaluation of 'Problem Discerning Questionnaire'

Before moving to the evaluation of the 'teacher development program on Teaching English to Children', the results of the questionnaire administered before the implementation of the program is worth mentioning. The detailed results of the questionnaire are given in appendix I. However, some significant outcomes will be

mentioned here. Out of the 120 participants, only 42,5% were graduates of an ELT department and only 4% had received an education to teach English at the fourth and fifth grade. The most frequent problems that the participants in the questionnaire had while teaching the fourth and fifth grades were difficulties in teaching these age groups caused by unawareness of how to address their level and to use games and songs while teaching. Besides, the issue related to the difficulties they had had in classroom control was the third most frequent.

The teacher centered problems while teaching the fourth and fifth graders English were in line with the above-mentioned problems, namely lack of education while teaching these age groups, level adjustment problems, and disinterest of the students leading to burnout. The other most common reasons were overcrowded classes, insufficient resources, and disinterest of the families (see appendix I).

The solutions proposed by the teachers were teacher development programs, to increase the hours and materials available for teaching the fourth and fifth grades English, to decrease the amount of the students in a class, co-operation among the teachers teaching these grades and to enable pupils to focus on the lessons through interesting activities. Furthermore, as teachers of other branches taught English, some participants suggested that English be taught only by the graduates of ELT departments.

The participants of the questionnaire used different course books. The other materials used by the fourth and fifth grade English language teachers besides the course books were immediate objects and pictures brought into the class.

82% of the participants, 98 teachers expected some help to solve the problems they encounter while teaching the fourth and fifth graders English. They expected help especially in the design and implementation of Teacher Development programs (see appendix I).

These results led the researcher to design and implement a teacher development program for teaching these age groups, other studies followed. However, they were all on small scale and far from including all the teachers graduated before the year 2000.

4.5 Evaluation of the Teacher Development Program by the Participants

The participants' expectations were in line with the announcements sent to their school. Thus, they attended to the Teacher Development Program to learn about teaching English in the fourth and fifth grades. The statement below summarizes the reasons why eight participants attended this program:

I have never worked at fourth and fifth classes in primary school before, and as I want to have information and experience in this subject before all else I attended this program. I wanted to improve my teaching the fourth and fifth graders English and develop personally, as we had not been given any information during my university education on this topic. I thought that it would be good to meet new friends, cooperate, and exchange views. (Teacher 10)

As the above statement shows, personal need is the main driving force for the participants to attend Teacher Development Program. Hence, a personal need and ownership for the program are the prerequisite for a TD program to reach the aim. Moreover, the need for such kind of programs should come from the bottom, should be personally relevant to the participants, and should not be decided with a top down approach by some authorities (Hayes, 2000).

Further reasons for attending this program were not the whole program but the content of some sessions as expressed in the statements below:

The songs session I saw in program caught my attention a lot and I wanted to learn about their use in my classes. (Teacher 4)

I came to learn how I could make my lessons more bearable, how I could be more practical. I wanted to learn about the games to be used in the class. (Teacher 7)

However, these statements again indicate the perceived needs of the participants leading to their attendance to the TD program.

The answer provided by only one participant differed from that of the other participants':

I wanted to see whether my methodology and experience was enough or not. I also like such courses. I wanted to get a certificate as well. (Teacher 1)

The reason expressed by Teacher 1 indicated that he wanted to compare his past knowledge to the knowledge he gained throughout the program and to that of the other participants'. Moreover, with the recent changes in teacher reward program of the M.E.B certificates equal to extra points for the teacher. The more points a teacher accumulates, the more advantaged she will be in some issues such as nomination to a better work place or to join some seminars. Therefore, certificates are important at state schools and an issue of prestige at private schools.

Coming to the next question how this TD program might have been conducted better, many of the participants were content with the program as it was. This is reflected in the statements below;

Although I came from the village many times hitchhiking on trucks, the seminar was worth it as it made me more proficient in my other lessons as well (Teacher 11)

Despite the difficulties I sometimes had in understanding what the issue was, I feel more competent at the end of the program. (Teacher 9)
However, there was also some criticism regarding the procedures within the sessions.

Our teacher could be more disciplined and less tolerant with the too much speaking-teachers. He should not have forgotten that only eager teachers attend this course. Moreover, he should have been talking only in English, as we are teachers of English. (Teacher 1)

The population of the participants was not homogenous. There were teachers from other branches who were teaching English to the fourth and fifth grade students. Moreover, there were questions of the participants during the sessions and after the sessions not directly relevant to the session's topic but to teaching the fourth and fifth graders in general. Hence, these questions were to be answered as well.

Other criticisms were as follows:

Sometimes I had the impression that the activities were too far-fetched. The teacher talked about free writing activities, but my students have difficulties in filling the gaps appropriately. (Teacher 5)

Once, the teacher talked about dyslexic and handicapped children. I have problems with regular children, let alone the handicapped, the dyslexic and those suffering from ADHD, ADD. (Teacher 9)

In Turkey, handicapped children, except severe cases, are involved in the regular educational system. Thus, they are in regular classes with regular students. Many times teachers give these children extra tasks or change their seating so that they do not catch students' attention. Recently, special classes for the handicapped have been opened at regular schools where primary school teachers qualified to teach handicapped are teaching. In the past and still today, the state is backing up the families' payments made to private special education institutions for the education of their handicapped children. The expressions above show that all teachers should have some knowledge about how to teach the children who are in need of special education.

All of those who attended stated that the Teacher Development Program on Teaching English in the fourth and fifth grades answered their current needs while teaching the fourth and fifth graders English. The statements summarizing the participants' views are as follows:

1. The seminars throughout the program answered all my expectations and opened new horizons. (Teacher 5)
2. I made use of the program in various ways. I freshened up my knowledge and my experience. I made acquaintance with new colleagues and had a good dialogue with them and our teacher. There was mutual benefit in the discussions we had in each session. He helped me to improve my teaching in the private school. (Teacher 1)
3. Seminar answered all my expectations but sometimes the information was too theoretical. Instead it should have focused on practice. (Teacher 11)
4. I had forgotten how it was to be a student in time and this seminar reminded me of this and taught me empathy. (Teacher 9)
5. Our teacher introduced us action research spiral at the beginning of the seminar. Afterwards in all my classroom doings, I beared this cycle in my mind and thus planned, acted, observed, and reflected. This schema helped me to improve my teaching and to develop a critical distance for my actions. (Teacher 8)

On asking the participants what kind of Teacher Development Programs the participants wanted to attend in future, seven of them wanted seminars on teaching English in the secondary stage of the primary education. Three teachers expressed the wish that they would like further seminars on adolescents' psychology, educational psychology, and material development. One of them, Teacher 1, wanted to join a seminar on using cyber technology in teaching and in foreign language classes.

These answers indicate the differences in the needs perceived by the participants. This also shows that top down approaches would not work with all participants as they would not consider it as a need and thus would not develop an ownership for the program conducted (Wolter, 2000).

CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter deals with the conclusion of the present study. Hence, the starting point for the study and the summary of the study are regarding each research question is given. Afterwards, the implications of the present study and suggestions for further research are presented. Finally, in order to provide some input for further studies the personal reflections of the researcher are also portrayed.

5.1 Summary of the Study

This study emerged from the practical need that the participants felt as the fifty-ninth government lowered the beginning of foreign language teaching to the grades of four and five. However, this actually took with a top-down approach without providing the teachers any particular education for that purpose. Furthermore, many teachers from other branches have begun teaching English to the grades of four and five without any education on teaching young learners English. The reason behind this was the shortage of EFL teachers to teach these grades. This among others caused the following problems:

- Teaching these grades without previous education caused burnout in the teachers.
- Many times teachers felt incapable of teaching these grades.
- As they were unaware of how to approach fourth and fifth grades, they and their students were bored during their classes.
- Students began to hate English and build up psychological barriers.

First a ‘problem discerning questionnaire’ was applied at 120 schools in order to be a remedy for the problems that fourth and fifth grade English teachers have. Afterwards, in line with the results obtained from the questionnaire, a teacher development program entitled “Teaching English at the 4th and 5th Grade” was designed and held.

The aim of the present study is to determine the personal theories of fourth and fifth grade English teachers on “effective primary EFL teaching” and to determine the

impact of a teacher development program entitled “Teaching English in the 4th and 5th Grade” on the personal beliefs of the participants. The personal construct theory of G. Kelly (1955) is the theory on which the present study, conducted as an action research study, is based.

Hence the following were the research questions of this study:

1: What are some of the problems teachers have in teaching English to the fourth and fifth grades?

The results of the ‘problem discerning questionnaire’ are given in detail in appendix I. Less than 50% of the teachers were actually graduates of EFL departments and only five participants out of 120 received some education to teach the fourth and fifth graders English. Thus, the difficulties the participants have had in teaching the fourth and fifth graders English stemmed from lack of education. Some of the most frequent problems were; difficulties in teaching these age groups are caused by unawareness of how to address their level, the use of games, the use of songs, and classroom management.

There were also some questions regarding the solutions proposed by the teachers. The teachers proposed teacher development programs for teaching the fourth and fifth graders English, increasing the hours and materials available, decreasing the amount of the students in a class, and co-operation among the teachers teaching these grades. Furthermore, as teachers of other branches taught English, some participants suggested that English is to be taught only by the graduates of ELT departments.

2: What are the personal theories of the participants on effective primary English language teaching?

2.1. What is the structure of the participants’ personal theories on effective primary English language teaching?

2.2. What is the content of the participants’ personal theories on effective primary English language teaching?

The participants’ personal theories at the beginning of the study were elicited using the repertory grid technique at the beginning of the study. In order to determine the changes in the perceptions of the participants considering effective fourth and fifth grade English teachers, it is a prerequisite to “uncover teachers’ implicit beliefs and theories in order to make them available for conscious review” (Roberts, 1998, p. 26). The data provided by the FOCUS program enabled access to the implicit beliefs of the participants. The repertory grid data and successive interviews revealed that there were differences in the constructions of the participants regarding the features of effective

fourth and fifth grade English teachers. We wanted to see whether there were any modifications, reconstructions in the personal theories of the participants. As personal theories are subject to gradual change or reformulation in the face of invalidation through replications of past events and experiences (Kelly, 1955) to determine the “elements of continuity and development, in which stable concept associations need to be retained as a ‘base’ for ‘experimental’ attempts to change” (Sendan & Roberts, 1998, p. 241), personal theories have been made explicit.

The personal theories of the 11 participants are “highly idiosyncratic, complex in nature, hierarchically organized in structure, and potentially open to change on the basis of validation or invalidation of the theories put to test” (Pope, 1985 in Sendan, 1995, p. 226).

At the beginning of the study (Time 1), 11 teachers have used 100 constructs to determine the features of an effective teacher of English teaching the fourth and fifth grade (see table 4.2 and figure 4.1).

At Time 1, out of these 100 constructs, 36 concerned with the personal features, 16 with student teacher relations, 42 with the teaching behavior, and 6 with the academic qualities of the teachers teaching fourth and fifth graders English. Among the 42 constructs related to the teaching behavior, 9 are related to lesson presentation, 27 to classroom management skills, and 6 to technical skills. Within this category, the constructs regarding the features of classroom management is the largest. This shows that the participant teachers deem the features regarding the teaching behavior, but especially those related to classroom management, more relevant to the characteristics of effective fourth and fifth grade English teacher. This might stem from the fact that the teachers teaching these grades have to care more about classroom management issues and perceive innovations in their teaching behavior more relevant to them rather than to academic qualities. This is in line with the proposition of Hayes (1995) that all teacher development activities are to be classroom centered and states that “teachers need to be able to see the impact of the proposed innovation on daily classroom procedures, if it is to have any validity” (p. 257).

As the reflections of the teachers regarding each session show, there have been changes in their practices as well. They began to question their actions within the classes and become more critical and distanced towards their habitual practices. Indeed the questions that they had to answer in their diaries were summing up to a reflective cycle. (see 3.6)

3: Do changes occur in the participants' personal theories regarding effective primary practice?

At the end of the study, there were significant changes in both the content and structure of the participant teachers' personal theories. The involvement of the participant teacher in the Teacher Development program led to inevitable changes. However, change among the teachers varied due to two reasons. The first reason can be attributed to personal differences in the perception and interpretation of what they have gained from the current program they have participated. The second reason is that the teaching context, environment for the teacher is not the same as for another. Tobin (2002, pp. viii, ix) summarizes the effect of the context as follows;

Context is significant in shaping what teachers learn from their practices, how they enact curricula and the extent to which desired changes occur. The case studies show the significance of biographies of teachers and contextual factors such as whether teachers are in or out of field, the expectations, and roles of students, the actions of peers, and school administrators and the presence of policies that exhort reform.

3.1. Do changes occur in the content of the participants' personal theories regarding effective primary practice?

At the end of the study (Time 2), 11 teachers used 120 constructs to distinguish the features of an effective fourth and fifth grade English language teachers (see table 4.2 and figure 4.2). However, at the beginning of the study, the number of constructs was 100. Hence, the participants have added 21 more constructs at the end of the study since Teacher eight had omitted one construct from her constructs present at the beginning of the study.

Out of the 120 constructs present at the end of the study, 36 were related to personal features, 17 were concerned with student-teacher relation, 61 with the teaching behavior, and 6 with the academic qualities of effective fourth and fifth grade English teachers. Out of these 61 constructs related to the teaching behavior of a fourth and fifth grade English teacher, 12 were related to lesson presentation, 40 to classroom management skills, and 9 to technical skills of an effective fourth and fifth grade English teacher. The highest increase in the frequency was in the category of teaching behavior. Whereas the number of constructs was 41, at the end of the study it was 61. The highest increase in the frequency among the subgroups of teaching behavior was in the subgroup of classroom management with an increase of 15 constructs. This meant

that the participant teachers had added five times more constructs compared to other subcategories within the same category as the participants had added three more constructs to the subcategories of lesson presentation and technical skills respectively. This meant that they deemed that category more important compared to other categories (see table 4.2 and figure 4.2). The high frequency in teaching behavior, but especially in classroom management both at the beginning and at the end of the study is reasonable as teachers are characterized by Freeman: (1996, p. 98)

Constantly involved in interpreting their worlds; they interpret their subject matter, their classroom context, and the people in it. These interpretations are central to their thinking and their actions. Classrooms and students are not just setting for implementing ideas; they are the framework of interpretation that teachers use for knowing; knowing when and how to act and react; what information to present or explain and how, when to respond or correct individual students, how to assess and reformulate what they have just taught and so on.

Brindley notes (1990) the ultimate decision on what happens in the classroom must be with the teacher. In order for innovations to occur, there must be initial dissatisfaction with the existing state of affairs. Innovations have a better chance of being adopted permanently if there is an agreement among the participants in the context regarding the nature of the problems.

The results indicate that an “ownership approach” (Yumru, 2000), in other words willingness and readiness are prerequisites for T.D programs to reach their aims and lead to development of the teachers. Instead of “cascade” approach (Hayes, 2000), teachers are to be involved in T.D programs that they consider as a need for their own professional development. Moreover, these perceived needs change from one teacher to the other, according to the institution, and social milieu where they are teaching. This fact was also evident in the reasons of the 11 teachers expressed at the beginning and the end of the study for their participation.

Another finding worth mentioning, regarding the changes in the content of the participants’ personal theories on effective primary practice, compatible with Yumru (2000), is that the participants attached new meaning onto the previous labels (see section 4.2).

Regarding the findings in the content of participant’s personal theories, only one teacher omitted one of her constructs present at the beginning of the study.

3.2. Do changes occur in the structure of the participants' personal theories regarding effective primary practice?

There were considerable changes in the structure of the participants' personal theories regarding effective primary practice. Ten out of eleven participants had structural changes in their constructs. The total amount of constructs that underwent structural changes was thirty-three. The participant teachers had changes in more than one third of their constructs at the beginning of the study. Three teachers had structural changes in more than half of their construct.

The constructs and elements that underwent structural changes are given in detail in Table 4.6. The categories and the percentage of the constructs that underwent structural changes at 80% are given in figure 4.6.

The frequency of the constructs regarding the personal features of an effective fourth and fifth grade English language teacher remained stable at the beginning and at the end of the study. This category was the one which was replaced most among the high priority constructs of the participant teachers at the end of the study, and the one that underwent the highest percentage of structural change (see figures 4.37 & 4.39). Similarly, the frequency of the category related to the academic features did not change. However, out of the six constructs present both at time 1 and time 2, underwent structural changes at the end of the study. The category that underwent the highest percentage of structural change after that of the personal features 43% is the category of the teaching behavior with 33%. Hereby the percentage of each subcategory is as follows; lesson presentation 3%, management skills 18%, and of technical skills 12% (see figure 4.6). Regarding the category of student teacher relation, there was a structural change at 15% with the five constructs that underwent structural change. In total, there were in 33 constructs structural changes. This equals to 33% of the constructs elicited at the beginning of the study. Approximately one third of the participants' constructs underwent structural changes. The findings regarding the changes in the participant teachers' personal theories are consistent with the findings of Diamond (1991), Sendan (1995), Sendan and Roberts (1998), Cabaroglu (1999), Yumru (2000), and Yaman (2004) based on Kelly's Personal Construct Theory.

The structural changes in the personal theories of the participants are consistent with the findings of Sendan (1995, p. 219), who states that:

Structural changes observed in individual's grid data were in the form of elaboration, restructuring, and clarification of the existing constructs

systems by means of cyclical processes of consecutive and collateral loosening and tightening of construct associations in the construct subsystems. Furthermore, the construct changes were not necessarily caused by new constructs introduced into the existing construct system. In some cases, they were in form of clarification of the loose construct associations independent of additional constructs.

Moreover, the findings of the present study are similar to that of Cabaroğlu (1999), who found out that the personal beliefs of the student teachers at a post-graduate certificate in education program (PGCE) are idiosyncratic and involve such processes as awareness, addition, omission, elaboration, linking-up, re-ordering, and re-labeling.

The changes observed both in content and structure, occur from testing and retesting their personal theories, idiosyncratic and hierarchically organized, against the newly obtained information and experience and validating or invalidating them (Yumru, 2000).

5.2 Implications of the Study

The present study has several implications: If there are changes in the curriculum nation-wide, the views of teachers who are going to teach should be taken into consideration. This is a pre-condition as there are various incidents in the literature that prove that cascade approaches for teacher development do not yield the expected results. Hence, in the application of TD program a bottom up approach should be favored by the Turkish Ministry of Education. Moreover, these programs should be addressing to the teachers who are in need of the information that the TD programs offer and are volunteering to participate. Otherwise, no temporal changes will occur in their constructs. This fact is inline with the result of the present study as well. The Ministry of Education should provide an education in line with the needs and interests of the people in Turkey. Many times changes are made at nation-wide level with political aims. Hence, there are constantly temporal changes without witnessing the outcome of the previous change. Thus, the whole country is moving towards an exam driven society where individual differences, needs and interests are neglected. At the beginning of each teacher development program, teachers' implicit theories are to be made explicit and afterward the content of the teacher development program should be based on teacher's perceived needs for development. Making implicit theories explicit is "more than private matters of personal taste and opinion. They can have

dramatic consequences Clark (1992, p. 78)". He reports about a study on kindergarten teachers, with a 'nativist' perception on children development resulting up to 25% children repeating the kindergarten compared to those with a 'non-nativist' perception. Hence in line with the underlying intention of the present study, Clark (1992, p. 79) states that "private beliefs and implicit theories" are to be made explicit as :

Beliefs and theories that remain unconscious and implicit will not grow or become elaborated, or evolve in response to critical analysis. For our beliefs and theories to develop, we must get them out on the table where we can see them.

Professional development during teacher development programs occur when there is a perceived need by the participants for the information presented. As the development differs highly among the participants, teachers should be encouraged to take personal responsibility for their own professional development and thus made agents for their own change. Hence, such programs should not be based on simple linear models but are to be taken into consideration that teachers "create their own meaning and interpretations, drawing on a full range of experiences open to them" (Sendan and Roberts, 1998, p. 242). Moreover, Clark (1992, p. 79) states that "adult development is more likely to be successful when it is voluntary rather than coercive; that standardized development programs do not meet the needs and desires of many different teachers in many different settings". The former government induced evaluation programs for becoming "master teacher" and "head teacher" based on seniority. However, these titles are given in line with the results that teachers obtained from main-stream exams in which knowledge on general culture, Turkish language, teaching methodologies are tested and thus did not much contribute to the practicing teachers' classroom practices and to their perceived needs.

The present study focused on the perceived needs of the participants regarding teaching the fourth and fifth graders English. However, there are other needs such as teaching dyslexic children or children suffering from ADD, or ADHD. Hence, teacher development programs can be planned in line with the needs of those children, and teachers who are to teach them.

Professional development communities backed up and supported by school principals and at larger scales local directorates of the Ministry of Education where teachers share their problems and discuss possible solutions might be established.

Teacher development programs may also benefit from the results of this study as teaching young learners is one of the major issues throughout the world in-service. Issues to be considered while preparing TD program aiming to lead some personal changes can use the implications of this study as well.

5.3 Suggestions for Further Research

In this study, we aimed to conduct a teacher development program on teaching the fourth and fifth graders English and explore the changes of this program upon the personal theories of the participants. Hence, we came up with the findings that there were changes both in the content and structure of the participants' conceptions regarding effective primary teaching as a result of their participation in the Teaching English in the fourth and fifth grades.

However, the findings of the study were limited to the eleven participants. Despite the fact that the participants join the same 'teacher development program', there will be differences in their constructions due to personal differences and due to the different paths they will follow while constructing the same event. "No two people can play precisely the same role in the same event, no matter how closely they are associated" (Kelly, 1963, p.55)

Thus, the findings and conclusions of this study will only be valid for this study and for these participants. The participants of this study were teachers with different social and educational backgrounds. The findings of the study were limited to the conceptual changes in the participants of this study.

Further research might indicate whether the findings of the present study are valid in other contexts and in other teacher development programs as well. Besides, as this research was conducted with the teachers graduated before the millennium, the same program might be conducted with the teachers who are graduated after and the results obtained compared to the findings of the present study.

In this study, we did not explore changes in the behavior of the participants. In order to see the direct impact of teacher development programs and changes in the teaching behavior of the participants, further studies observing the practice before and after their participation in the study would be necessary. In order to see the impact of such a program upon the students, students' views might also be taken into consideration.

The changes, regarding the changes in the content and structure of the participants' theories regarding effective primary English teaching, were determined through rep grid technique before and after the program. Further studies are necessary, to determine the durability of the changes in the personal theories. These can be elicited by means of the rep grid technique with the same participants after some time.

A further study regarding teachers' personal theories on teaching handicapped children might be explored. Moreover, a teacher development program for teaching these children might be conducted and its impact on the personal theories of the participants, their classroom practices, and on the school related success of these children explored.

5.4 Personal Reflection

This research has contributed much to my personal and professional development in various ways. Conducting the pilot program and the TD program made me gain insight into how to conduct Teacher Development Programs for my colleagues working for Ministry of Education. During the sessions, I realized that the content of the program was not sometimes actually the realities of the participants who had to struggle with classes consisting of 50-60 students, had to teach various topics, and were not actually English teachers.

The discussions in the sessions contributed much to my personal professional development as well. Thus, I realized that we, the study participants and the researcher, had to learn a lot from each other. Hence, there should be a closer co operation between the teachers and the faculties of education in order to prepare their students so that they should not experience burn out and be more efficient in their teaching.

The interviews with the participants made me a more reflective listener. I also became aware of interviewing strategies, body language making me more sensitive toward the interviewees and to their utterances. Furthermore, the mutual respect between the interviewer and the interviewee, in the interview context contributes to the reliability of the interview data as well.

Moreover, conducting the present study, made me more proficient in overcoming the difficulties caused by the red-tape bureaucracy with local directorate of M.E.B. Furthermore it made me acquire personal and professional experience in conducting a piece of research in the field of English Language Teaching, too. During this process, I developed my ability in appreciation and understanding the unique complex

phenomenon of teaching, learning, and changes in personal beliefs of the teachers that enabled me to regard many issues from various perspectives to develop a critical stance for them. I felt privileged to meet so many different personalities during my studies leading to changes in my personal beliefs.

Moreover, the insight, gained from the present study, will also be beneficial for the pre-service teachers whom I teach at the ELT-department at Selçuk University. The experience, understanding and the bulk of knowledge that I have gained might, as I hope, affect their personal constructs as well.

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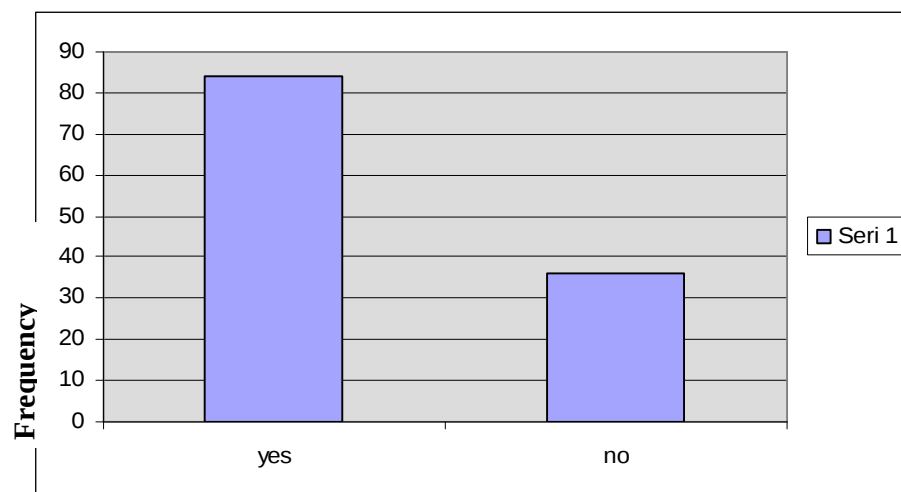
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APPENDICES

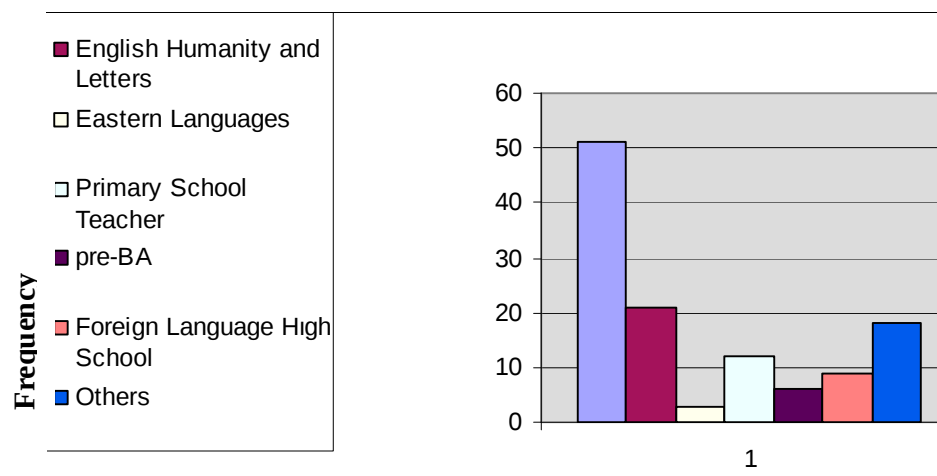
Appendix I

Results of the Problem Discerning Questionnaire

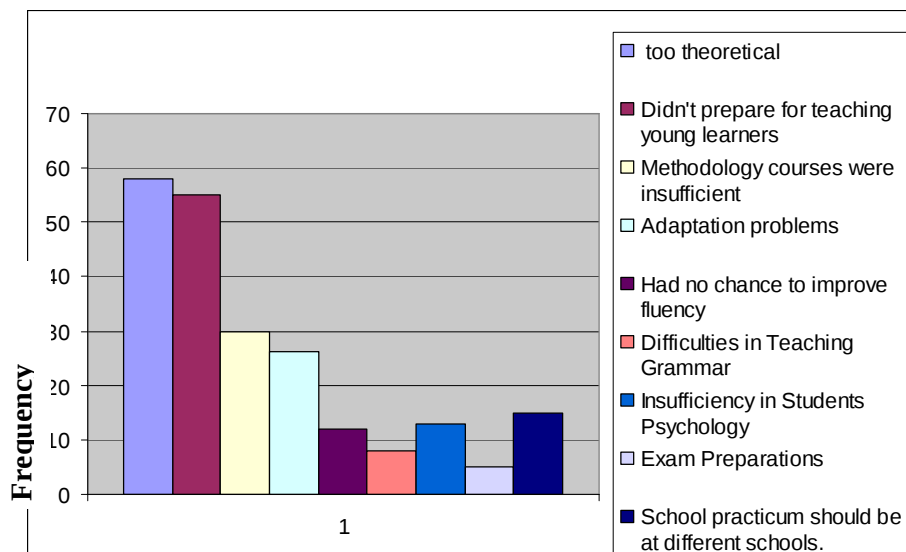
1. Do you teach the primary grades?



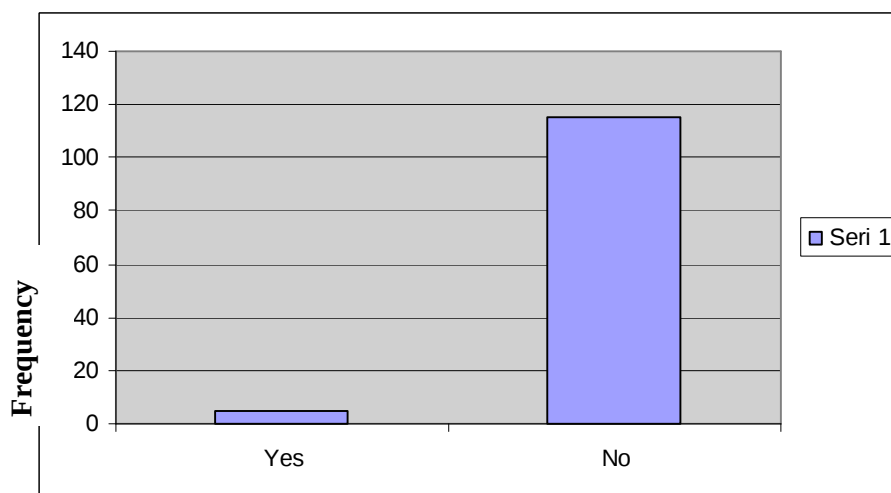
2. What was your graduate field of study?



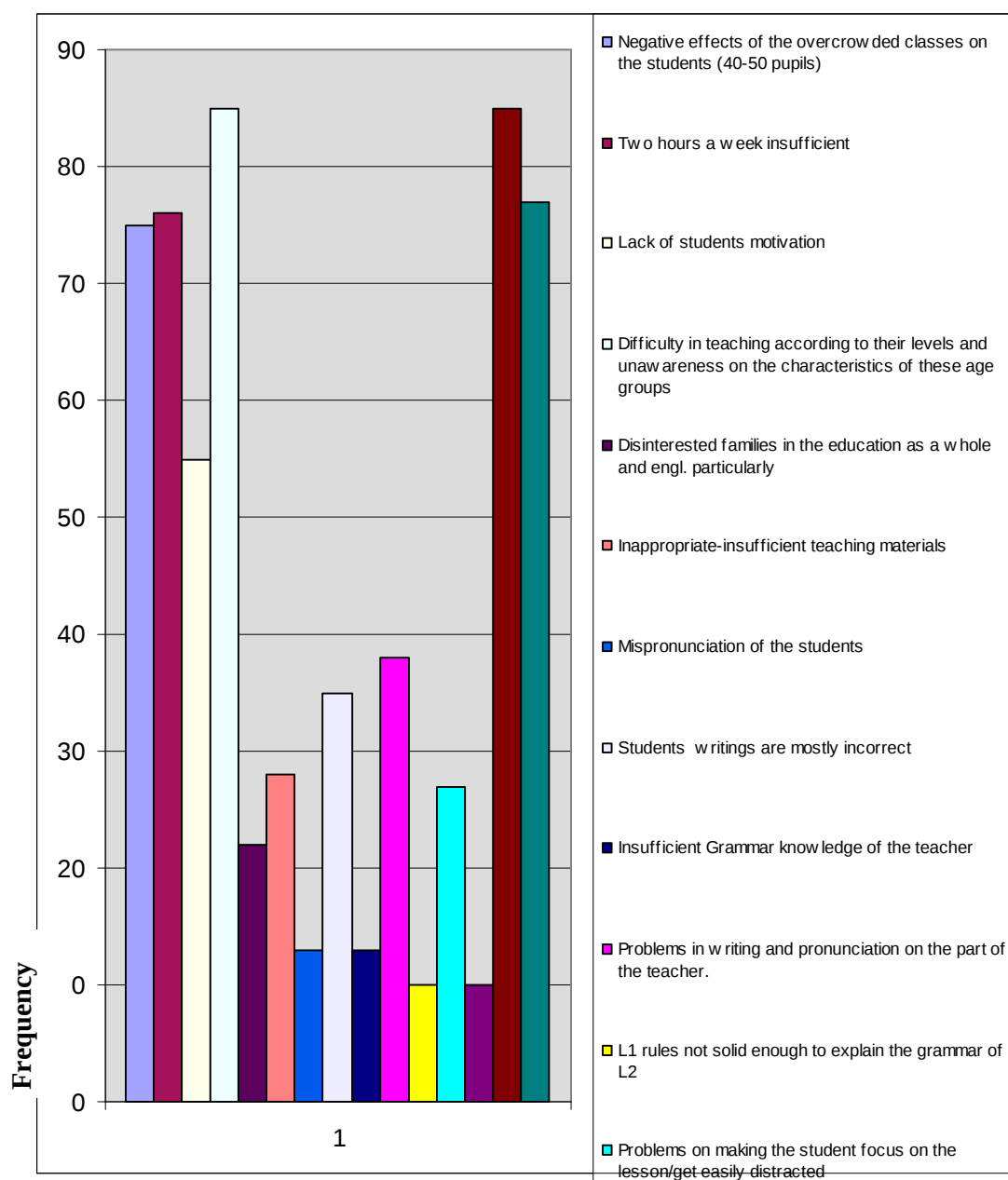
3. What were the weak points of the graduate program?



4. Did you receive any education from private or public institutions to teach in the grades four and five?

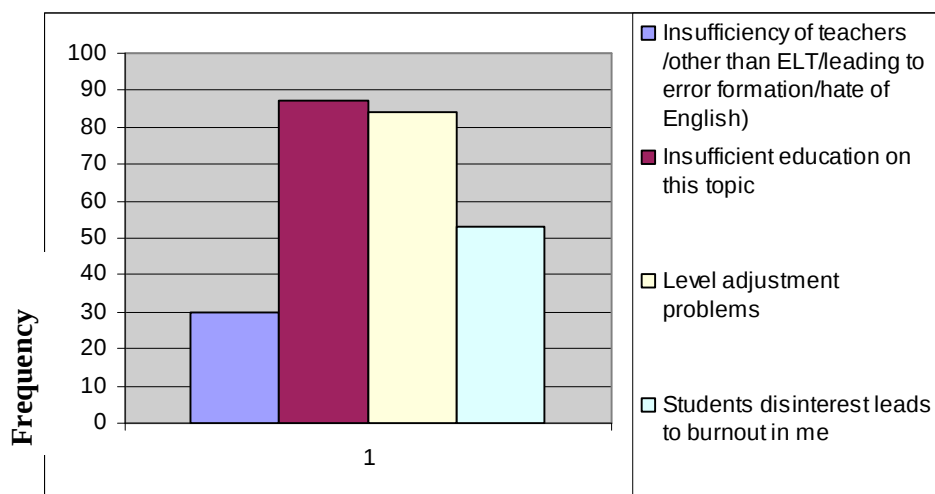


5. What kind of problems do you encounter or face while teaching the fourth and fifth classes?.

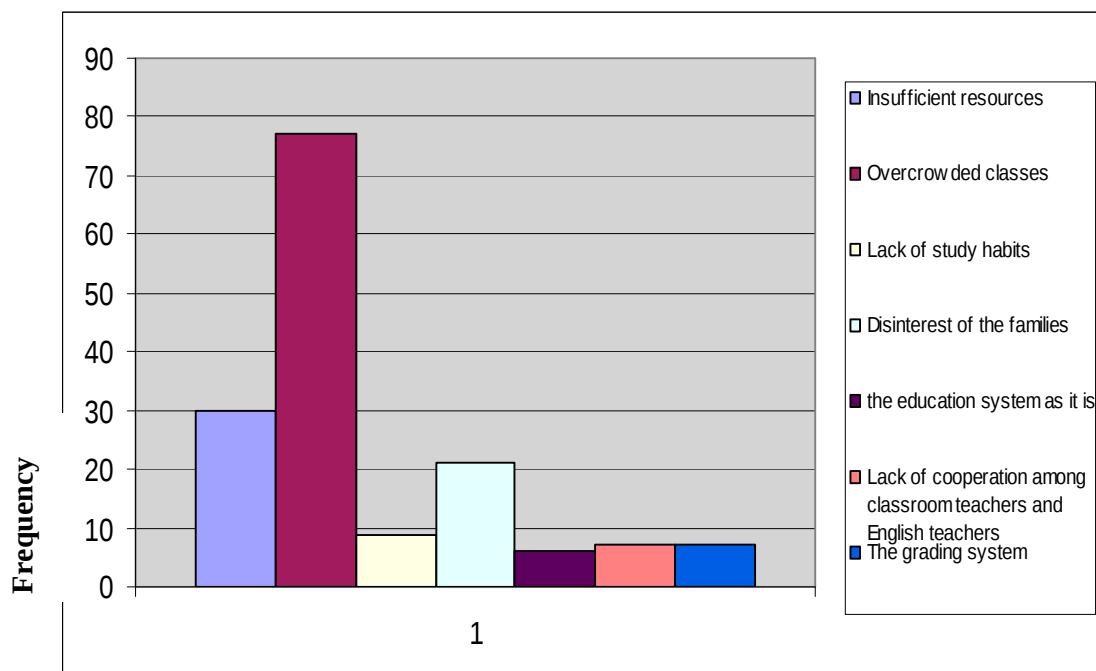


6. What are the reasons for the problems encountered in teaching young learners?

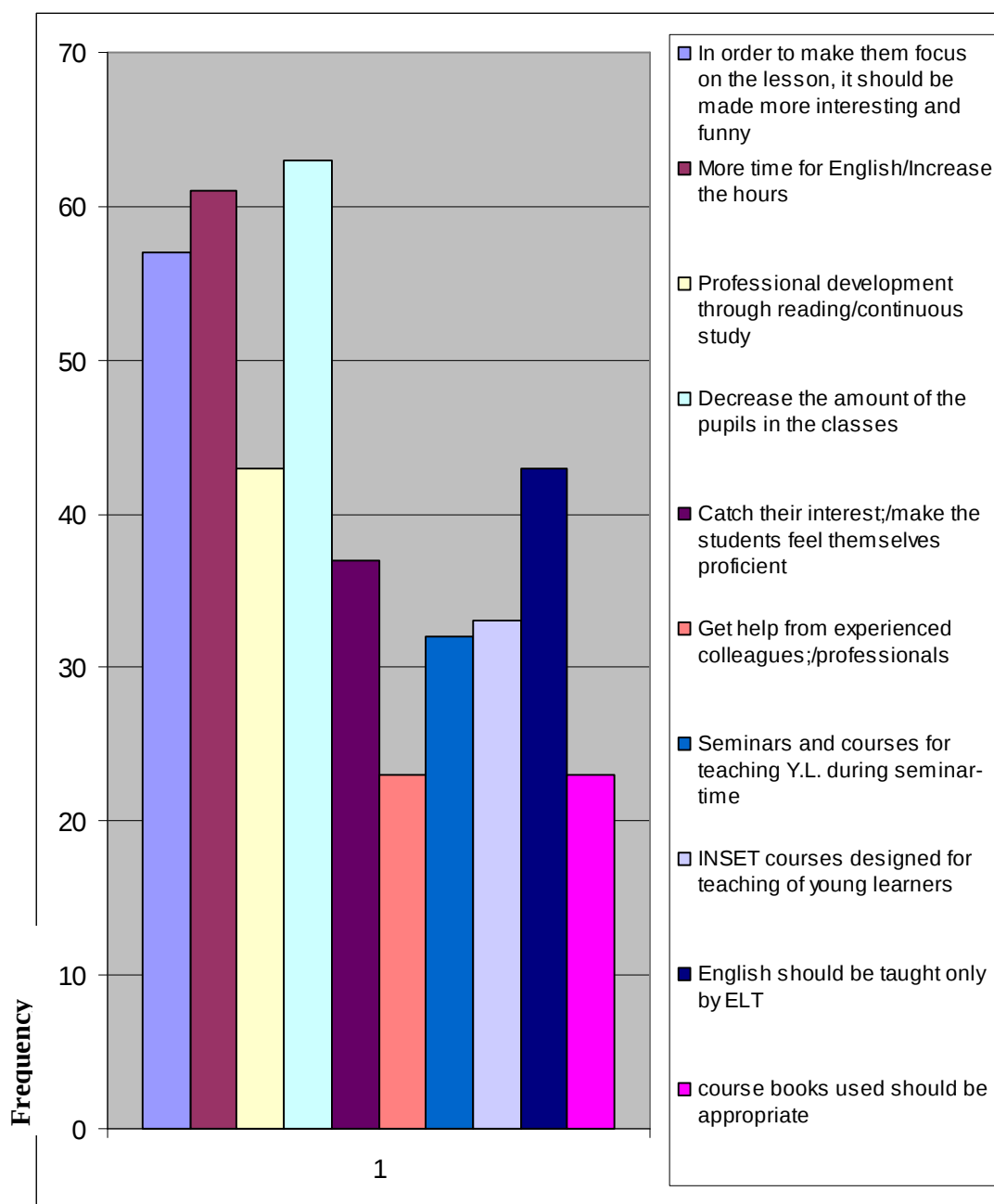
6.a Yourself



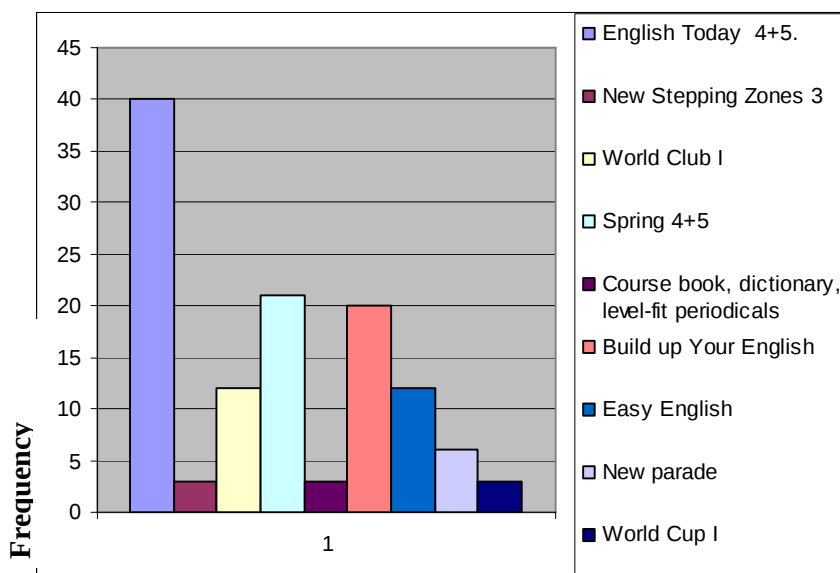
6. b Factors other than yourself



7. According to you, how can these problems be overcome?



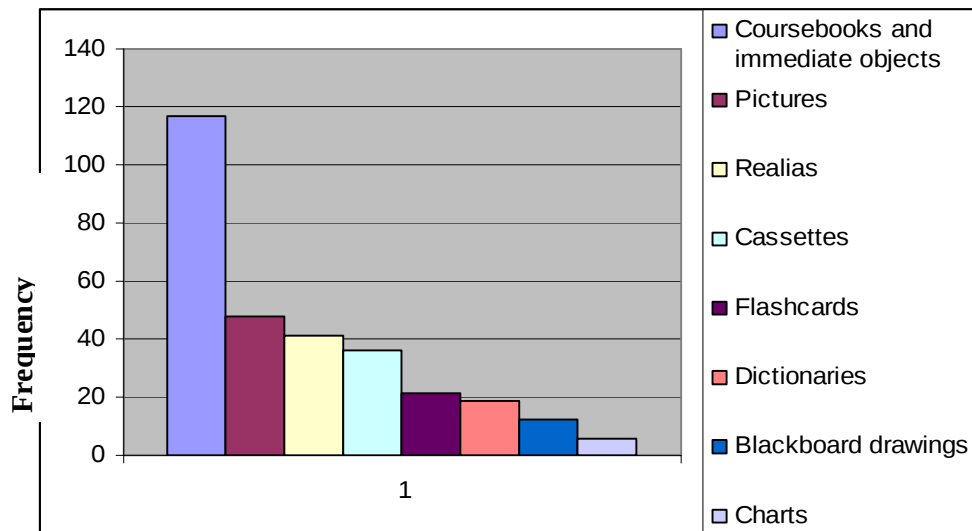
8. What are the names of the books that you have been using in teaching the grades of four and five?



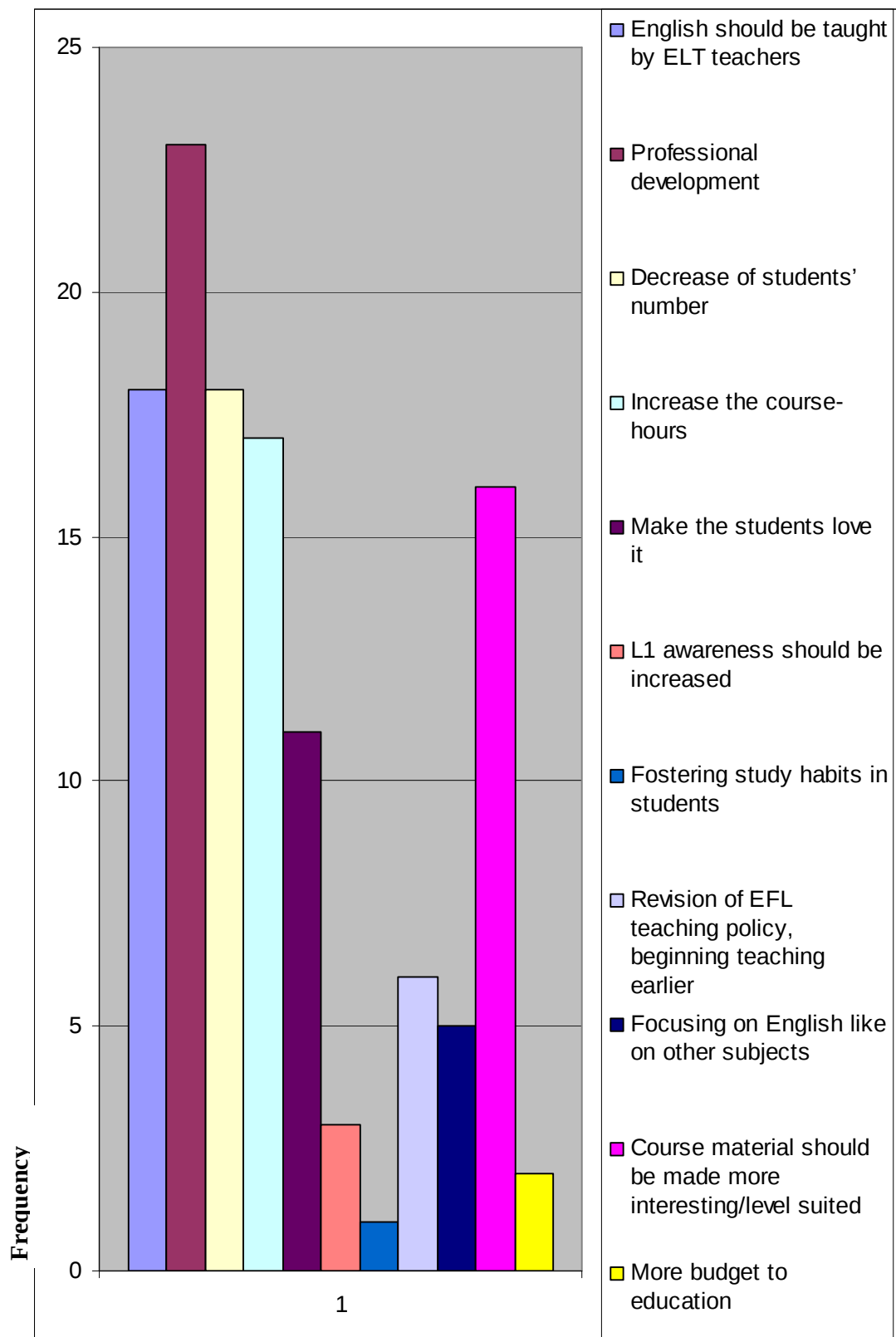
9. What are your views concerning these books?

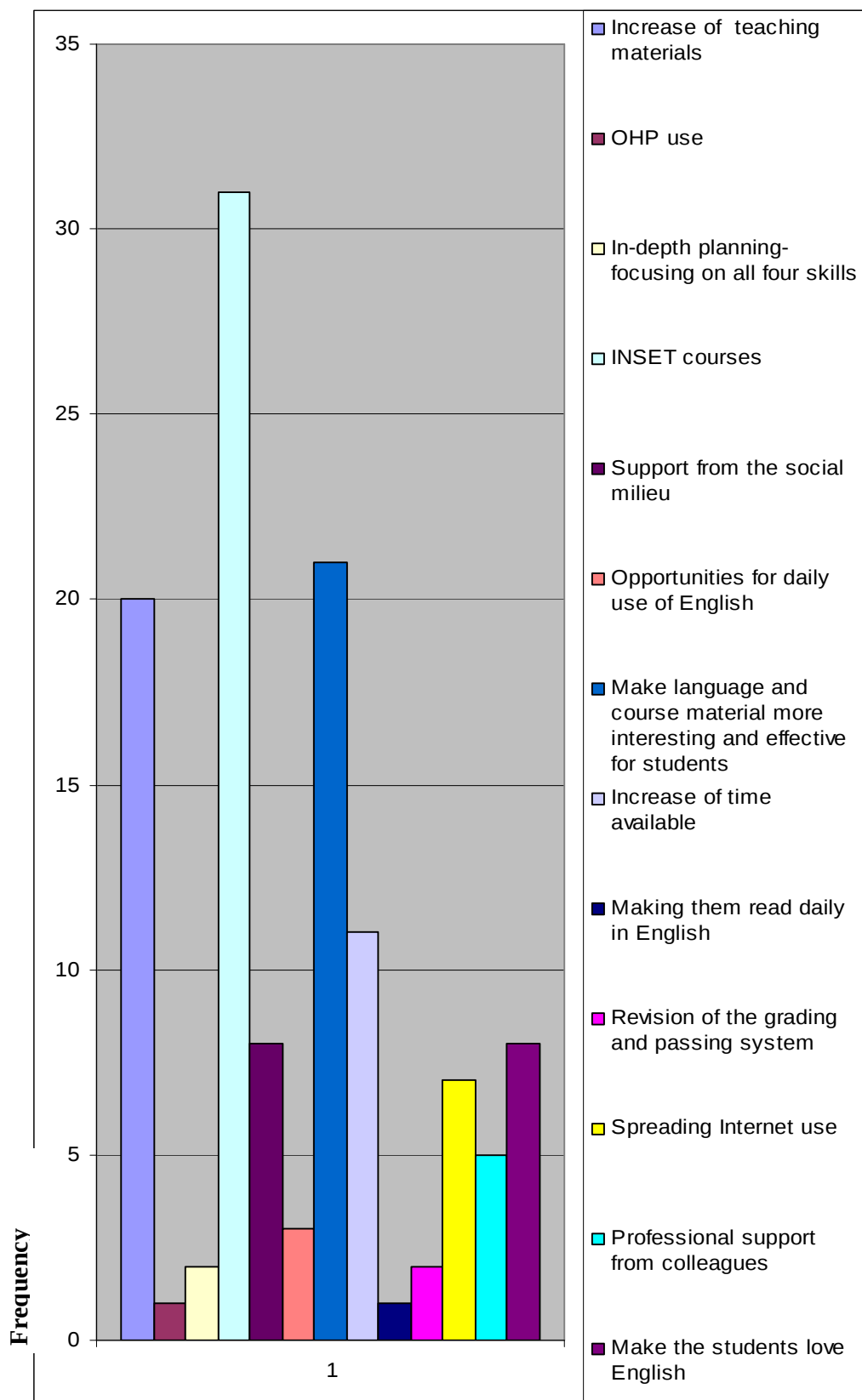
World Club I	Interesting, colorful, level suited however the important topics are too far at the end.
Easy English	Uninteresting dialogues, exercises/The topics in the fourth and fifth class are almost the same, and this leads to boredom and disinterest,
Eng. Today	understandable, too many mechanic drills, more games and songs, no audio-material-picture of cassettes but no cassettes available. Books of the fifth class should be more detailed
Build up your Eng.	Sufficient-.educative, should be easier and more exercises
New Parade	Good
World Cup	Good
General Comments	“As the books were provided by the state, there was an unbalanced distribution of the books. Teachers and students preferences were neglected”. “Print & mistakes, Some information biased(tutarsız)”
Spring	Almost no exercise is included,
New Stepping Zones 3	Teaches without boring the students with games and songs. Makes the students love the book.

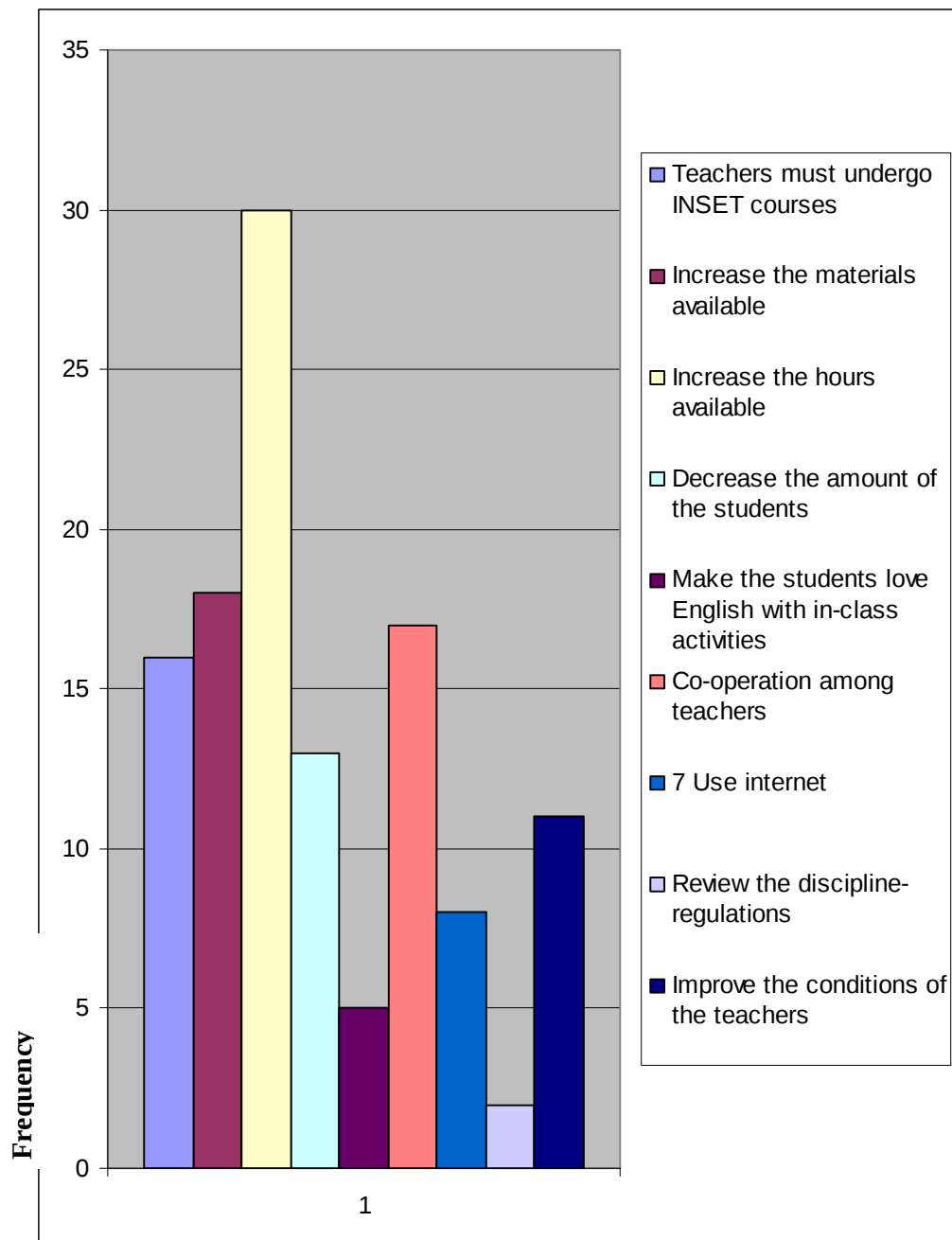
10. What kind of materials do you use while teaching the fourth and fifth classes?



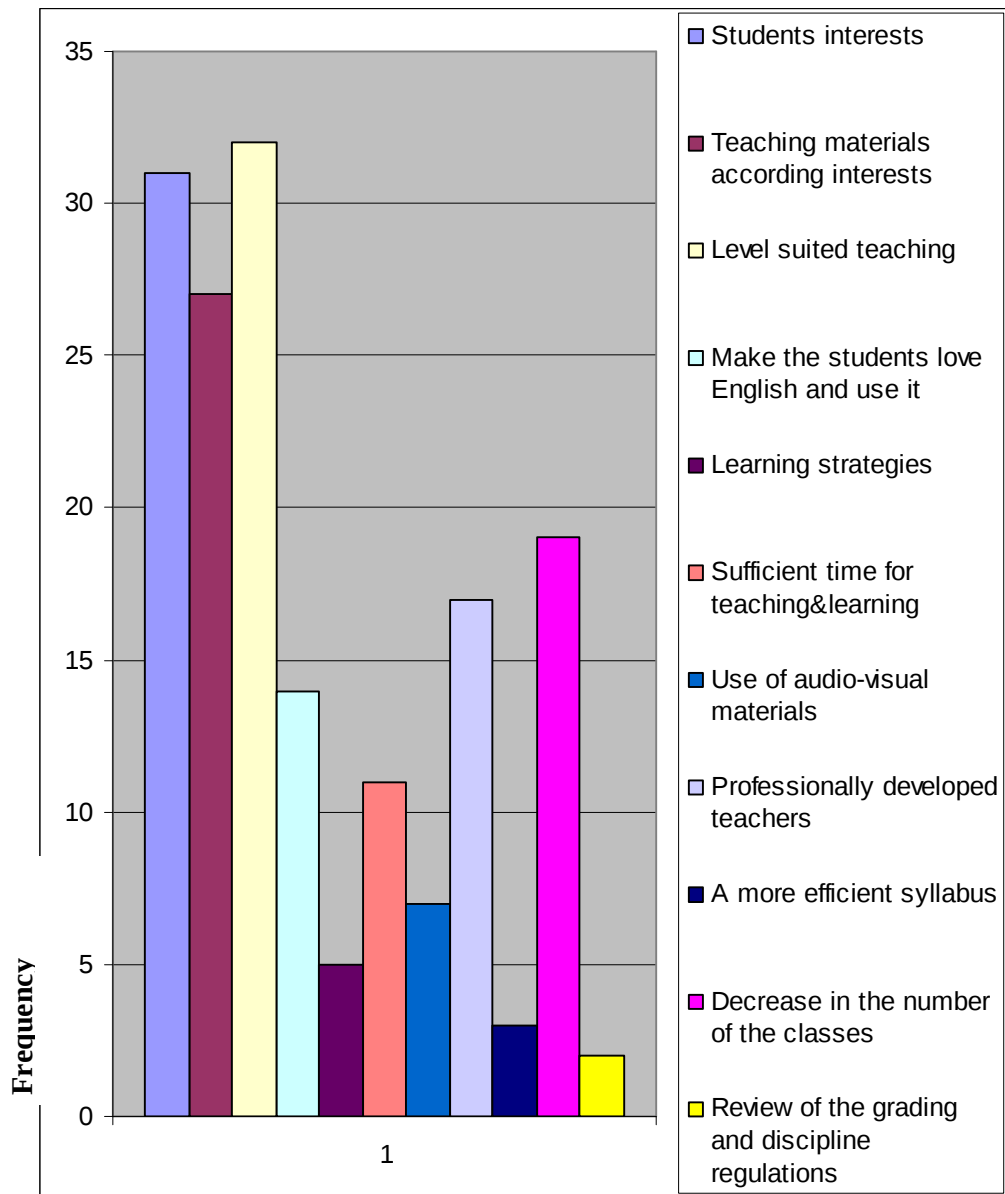
11. What can be done to solve the problems in teaching English in the grades of four and five? Please list at least three proposals according to their importance from one to three to solve these problems.

11. A

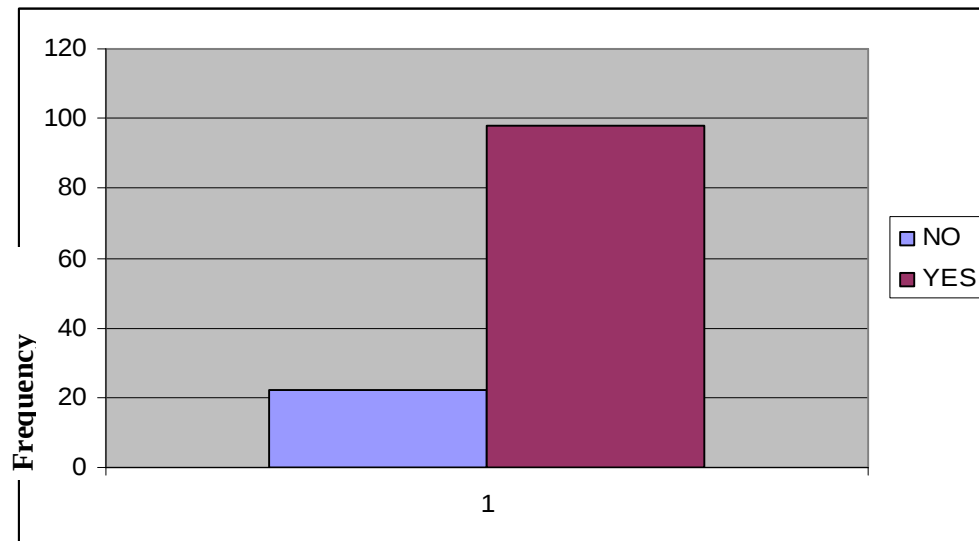
II. B

11 C

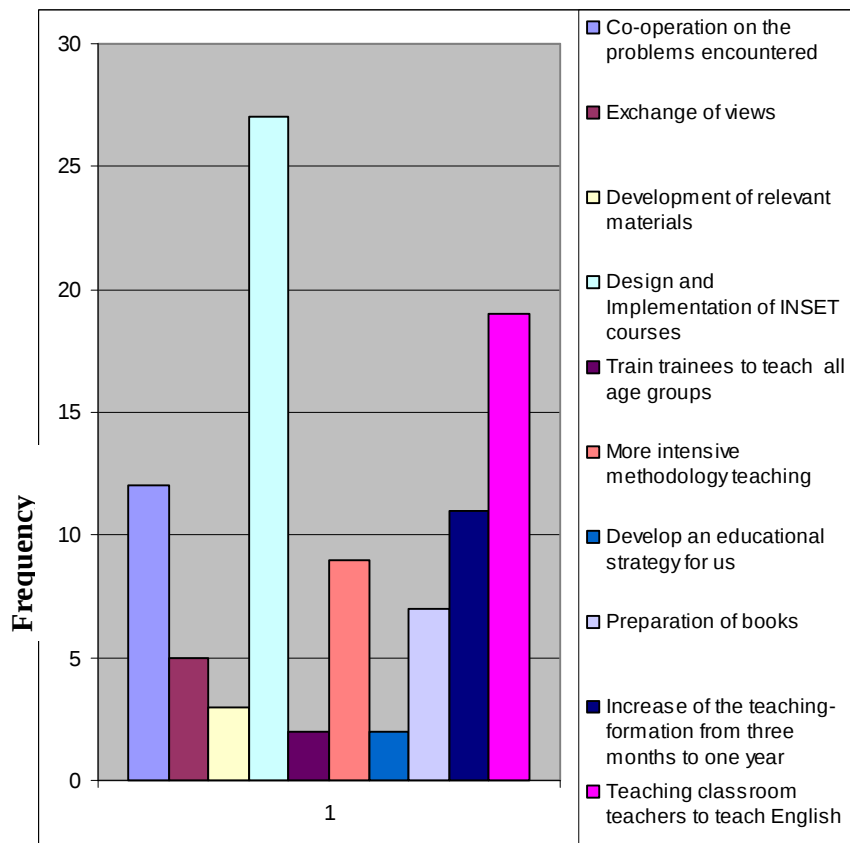
12. What are the factors to be considered while teaching the grades of four and five, according to you?



13. In order to solve the problems is an aid from the university needed? If your answer is yes, what kind of expectations do you have?



13.A) Expectations From The University



Appendix II

Teacher Development Program Syllabus for the Main Study and the Resources Used Throughout the Program

Week 1: Coming to Common Grounds with Course-Participants.(Informing them about the course and application of the First-Rep-Grid)

Week 2: The psychological and physiological features of the children in the primary grades of four and five and the implication of these for language teaching.

References:

- Video and scripts from The Young Learner Tool Kit provided by the British Council (www.britishcouncil.org.tr) were presented to the participants as they provide vivid examples of the common principles to be followed while teaching children English.
- Teaching English to Children by Scott, W. A & Ytreberg L.H. provides information about the characteristics and their implications for teaching.
- Teaching English in the Primary Classroom by Halliwell, S. provides information about children and their abilities to be considered while teaching English.
- Beginning English with Young Learners by Dunn, O. provides information about the different developmental stages of children and their implications for teaching.
- Practical English Language Teaching Young Learners by Linse, C.T. describes how developmentally appropriate instruction is conducted, gives clues to the teacher how to identify developmental stages in children, discusses language acquisition and language learning.
- Children Learning English by Moon, J. provides useful information about how children learn English and how to facilitate this process.

Week 3: Games and their features to be used while teaching English in the grades of four and five.

References:

- “Using Games in Teaching English to Young Learners” by J. Khan in Teaching English to Children From Practice to Principle edited by Brumfit et al. gives extensive information about how, why, when, and which games to be used.
- “Practical English Language Teaching Young Learners” by Linse, C.T. suggest usages for games in order to practice some structures in English.
- One of the principles of teaching young learns English is entitled fun and games. The Young Learner Tool Kit provided by the British Council (www.britishcouncil.org.tr) some useful information about games in the class and about the use of common Turkish games for teaching young learners English.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains reasons for and against the use of games in the classes besides various games with different purposes.

Week 4: Playing some games designed for teaching young learners.

References:

- 1.Games for Children by Lewis G. & Bedson G. in Resource Book for Teachers series provides a big repertoire of games for different age groups with different purposes.
- Primary Grammar Box: Grammar games and activities for young learners by Nixon C. & Tomlinson M. provide games that focus mainly on grammar issues and on grammar repetition in a playful manner.

Week5: Songs to be used while teaching English in the fourth and fifth class and their properties.

References:

- Beginning English with Young Learners by Dunn, O. provides procedures for using rhymes and songs with children.

- Jazz and Chants for Children by Graham C. has many chants and songs for teaching English to children with a lot of different styles ranging from jazz to rap.
- Songs for Teaching (www.songsforteaching.com) has besides songs to support learning English, songs for teaching versatile topics.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains various songs and related activities.

Week 6: The contribution of drama presentations and techniques to English as a Foreign Language in the fourth and fifth classes.

References:

- “Drama with Children” by Phillips S. in Resource Book for Teachers series does have a large repertoire of various drama activities ranging from T.P.R activities to various uses of puppetry in the daily classes.
- “Drama by Wessels C. also in the Resource Book for Teachers series presents reasons, ways, and many drama games for different purposes.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains reasons for the use of drama and drama texts that might be used with children as well.
- “Ali, are you a boy or monster?” by Slaven G. & A in Teaching English to Children From Practice to Principle edited by Brumfit et al. provides different forms of drama to support learning of English in the primary grades.

Week 7: Features of classroom management in teaching English to the grades of four and five.

References:

- “Teaching English to Children” by Scott, W. A & Ytreberg L.H. provides information on classroom atmosphere and classroom management in the primary grades English classes.
- “Very Young Learners” by Reilly V. & Ward, S. in Resource Books for Teachers series informs on many issues regarding the classroom organization and management which are also applicable with young learners.

- “Practical English Language Teaching Young Learners” by Linse, C.T. presents different classroom management strategies.
- “Children Learning English” by Moon, J. provides tips for classroom management.
- “Teaching Children English” by Vale, D. & Feunteun provides information about how to plan and manage primary grades English classes.
- Ask the Teacher: A Practitioner’s Guide to Teaching and Learning in the Diverse Classroom by Ryan M provides information about effective, appropriate discipline procedures in the classes and discusses the use of appraisal.

Week 8: Teaching vocabulary to children in the grades of four and five.

References:

- “Practical English Language Teaching Young Learners” by Linse, C.T. provides techniques how to teach vocabulary to children.
- “Teaching Languages to Young Learners” by Cameron L. gives some theoretical information about vocabulary teaching, learning, and development in children.
- “The Oxford Picture Dictionary for Kids” by Keyes J. R is a theme based dictionary for children.
- Longman Photo Dictionary, though not only for children, can be used creatively with children. It has some grammar exercises and discussion questions regarding each group of words.
- “Oxford Picture Power Dictionary” is a theme-based dictionary with little stories.
- “The Cambridge Picture Dictionary” by Vale, D & Mullaney S. is a theme-based dictionary too attempting to relate the words that children are learning to their life.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains information about what it means to know words in English and vocabulary activities that can be used in EFL classes with older and younger learners.

Week 9: Teaching speaking to children in the grades of four and five.

References:

- “Teaching English to Children” by Scott, W. A & Ytreberg L.H. provides many guided and free activities besides teaching tips to make the pupils communicate in English.
- “Practical English Language Teaching Young Learners” by Linse, C.T. presents some classroom techniques and activities for teaching speaking.
- “Teaching Languages to Young Learners” by Cameron L. informs about the development of spoken language of children, the importance of discourse and provides some activities for teaching and practicing vocabulary.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains information about speaking and related activities that might be conducted with young learners as well.

Week 10: Teaching reading to children in the grades of four and five.

References:

- “Teaching English to Children” by Scott, W. A & Ytreberg L.H. features of different age proposes some practical ideas to enhance children’s reading skills.
- “Practical English Language Teaching Young Learners” by Linse, C.T. presents some classroom techniques and activities for teaching reading.
- “Teaching Languages to Young Learners” by Cameron L. provides some theoretical information about children’s development of reading and the use of stories in the classes.
- “Storytelling with Children” by Wright. A, gives information about the use of stories while teaching children and provides a lot of activities that might be conducted with children.
- “Real Reading Needs Real Books” by Richard and Rona Parker in Teaching English to Children from Practice to Principle edited by Brumfit et al gives information about previous research as well as activities to be conducted in the class.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website contains information about reading and activities regarding reading to be used with young learners of English.

- “Helping children with reading and spelling” by Reason, R & Boote, R.
- The Story of the Poor Donkey by Mustafa Günes. M.E.B Ankara 2003
- Oxford Storyland Readers. (The Picnic by Carol MacLennon) O.U.P 1995

Week 11: Teaching writing to children in the grades of four and five.

References:

- “Teaching English to Children” by Scott, W. A & Ytreberg L.H. provides many ideas, activities for teaching writing with young learners.
- “Practical English Language Teaching Young Learners” by Linse, C.T. presents some information about different approaches, techniques and activities to be used during the stages of writing.
- “Teaching Languages to Young Learners” by Cameron L. informs about the preferences of young learners and techniques for use in the class.
- Writing with Children by Jacki & Vanessa Reilly presents various activities for writers at different levels.
- Enquiring Teachers Enquiring Learners by Fosnot C. provides detailed account of the stages that children pass through during the development of writing.
- The teaching English CD-ROM based on the content of www.teachingenglish.org.uk website gives tips and tricks for teaching young learners writing.

Week 12: Lesson planning for teaching English in the primary grades of four and five.

References:

- “Teaching English to Children” by Scott, W. A & Ytreberg L.H. provides different plans and practical tips if there are events not planned.
- “Beginning English with Young Learners” by Dunn, O. provides information about planning, classroom setting, activities, and tips for monitoring children.
- “Children Learning English” by Moon, J. provides gives us information how to plan, decisions involved while planning, and planning around a topic.
- “Teaching Children English” by Vale, D. & Feunteun provides how to plan and manage the class.

- “Action plan for Teachers a Guide for Teaching English by” Robertson C with Acklam R. gives information about what a plan is, how to design and conduct plans.

Week 13: Analysis of the English coursebooks used in the grades of four and five.

References:

- “Making the Most of Your Textbook” by Grant N. provides us information about the selection, application, and adding to coursebooks.
- “Teaching English in the Primary Classroom” by Halliwell, S. informs about choosing, supplementing, and using a coursebook while teaching English.
- “Enjoy English” by Sönmez A. and Yitim B. was used for discussion, to compare and contrast with other coursebooks.
- “Gogo Loves English series” by Potter John was used to compare and contrast with other coursebooks on the market.

Week 14: Application of the Final Rep.-Grid Form to the participants evaluating the course-conducted.

Appendix III

Teacher Ten Time 1 Grid (at the beginning of the study)

FOCUS Calculation 27-Aug-56

20:47:37

FOCUS Output 27-Aug-56

20:47:37

Element Matches

* E1 E2 E3 E4 E5 E6 E7 E8
E9 E10 E11

E1 * 100 90 88 58 62 46 38 44
54 77 85

E2 * 90 100 83 63 63 56 37 42
60 67 75

E3 * 88 83 100 65 62 54 46 56
62 77 81

E4 * 58 63 65 100 65 73 65 67
77 69 54

E5 * 62 63 62 65 100 50 54 60
65 50 50

E6 * 46 56 54 73 50 100 62 67
77 58 58

E7 * 38 37 46 65 54 62 100 75
62 58 42

E8 * 44 42 56 67 60 67 75 100
75 56 44

E9 * 54 60 62 77 65 77 62 75
100 54 50

E10 * 77 67 77 69 50 58 58 56
54 100 85

E11 * 85 75 81 54 50 58 42 44 50 85
100

Construct Matches

* R1 R2 R3 R4 R5 R6 R7 R8 R9
R10 R11 R12 R13

R1 * 100 68 82 34 57 43 52 82 45 64
61 80 82

R2 * 68 100 77 57 43 25 39 64 27 82
61 52 64

R3 * 82 77 100 39 66 34 61 73 36 77
66 75 73

R4 * 34 57 39 100 36 59 59 25 61 43
64 32 34

R5 * 57 43 66 36 100 55 73 57 57 57
45 73 61

R6 * 43 25 34 59 55 100 73 52 98 25
64 50 48

R7 * 52 39 61 59 73 73 100 39 75 43
68 59 48

R8 * 82 64 73 25 57 52 39 100 50 59
57 70 82

R9 * 45 27 36 61 57 98 75 50 100 27
66 52 50

R10 * 64 82 77 43 57 25 43 59 27
100 57 61 64

R11 * 61 61 66 64 45 64 68 57 66 57
100 64 61

R12 * 80 52 75 32 73 50 59 70 52 61
64 100 84

R13 * 82 64 73 34 61 48 48 82 50 64
61 84 100

* L1 L2 L3 L4 L5 L6 L7 L8
L9 L10 L11 L12 L13

R1 * 27 36 32 70 52 61 66 18
64 50 52 39 32

R2 * 36 18 32 52 61 84 66 45
86 36 57 57 50

R3 * 32 32 27 75 52 70 61 27
73 36 52 48 41

R4 * 70 52 75 23 77 41 50 75
43 70 50 82 75

R5 * 52 61 52 77 32 45 50 43
48 52 73 50 52

R6 * 61 84 70 41 45 14 32 57
16 84 45 55 66

R7 * 66 66 61 50 50 32 32 61
34 66 55 64 70

R8 * 18 45 27 75 43 57 61 9
59 50 52 30 27

R9 * 64 86 73 43 48 16 34 59
18 86 48 57 68

R10 * 50 36 36 70 52 84 66 50
86 36 66 52 50

R11 * 52 57 52 50 73 45 55 52
48 66 41 59 57

R12 * 39 57 48 82 50 55 64 30
57 52 59 41 39

R13 * 32 50 41 75 52 66 70 27
68 50 57 39 36

Element Links

E1 linked to E2 at 90.4

E1 linked to E3 at 88.5

E10 linked to E11 at 84.6

E3 linked to E11 at 80.8

E4 linked to E9 at 76.9

E6 linked to E9 at 76.9

E7 linked to E8 at 75.0

E4 linked to E10 at 69.2

E6 linked to E8 at 67.3

E2 linked to E5 at 63.5

Construct Links

R6 linked to R9 at 97.7

L2 linked to R9 at 86.4

R6 linked to L10 at 84.1

L12 linked to L13 at 84.1

L1 linked to L3 at 81.8

L1 linked to L8 at 81.8

R4 linked to L12 at 81.8

L8 linked to L13 at 81.8

L2 linked to L3 at 77.3

R4 linked to L5 at 77.3

L5 linked to L7 at 72.7

L7 linked to L11 at 68.2

**Teacher Ten Time 2 Grid (at the
end of the study)**

FOCUS Calculation 28-Aug-56

05:06:23

FOCUS Output 28-Aug-56

05:06:23

Element Matches

* E1 E2 E3 E4 E5 E6 E7 E8 E9
E10 E11

E1 * 100 77 73 60 58 40 44 35
33 81 81

E2 * 77 100 73 60 54 52 48 38
37 77 77

E3 * 73 73 100 60 38 56 48 27
33 73 81

E4 * 60 60 60 100 75 73 65 63
65 63 48

E5 * 58 54 38 75 100 56 63 69
71 54 38

E6 * 40 52 56 73 56 100 73 67
69 48 40

E7 * 44 48 48 65 63 73 100 71
65 56 37

E8 * 35 38 27 63 69 67 71 100
87 42 15

E9 * 33 37 33 65 71 69 65 87
100 37 13

E10 * 81 77 73 63 54 48 56 42
37 100 73

E11 * 81 77 81 48 38 40 37 15
13 73 100

Construct Matches

* R1 R2 R3 R4 R5 R6 R7 R8 R9 R10
R11 R12 R13

R1 * 100 77 57 39 50 25 39 77 30 66
70 84 77

R2 * 77 100 66 52 50 39 48 73 34 61
80 66 73

R3 * 57 66 100 55 52 55 45 52 50 64
50 55 61

R4 * 39 52 55 100 75 82 77 30 77 45
55 41 43

R5 * 50 50 52 75 100 70 66 41 80 57
48 57 50

R6 * 25 39 55 82 70 100 68 16 91 45
36 32 30

R7 * 39 48 45 77 66 68 100 34 77 45
45 36 34

R8 * 77 73 52 30 41 16 34 100 20 66
75 75 82

R9 * 30 34 50 77 80 91 77 20 100 50
36 36 30

R10 * 66 61 64 45 57 45 45 66 50
100 50 77 75

R11 * 70 80 50 55 48 36 45 75 36 50
100 59 61

R12 * 84 66 55 41 57 32 36 75 36 77
59 100 84

R13 * 77 73 61 43 50 30 34 82 30 75
61 84 100

* L1 L2 L3 L4 L5 L6 L7 L8 L9
L10 L11 L12 L13

R1 * 36 36 48 75 86 84 70 27
89 52 39 43 36

R2 * 36 36 48 61 73 70 66 45
75 61 39 48 41

R3 * 48 48 14 55 57 55 59 57
59 50 55 50 43

R4 * 75 61 55 41 52 27 36 80
32 68 59 82 80

R5 * 86 73 57 52 64 39 52 73
43 66 66 84 77

R6 * 84 70 55 27 39 14 32 89
18 68 68 77 75

R7 * 70 66 59 36 52 32 23 80
32 68 59 77 89

R8 * 27 45 57 80 73 89 80 18
89 48 34 34 32

R9 * 89 75 59 32 43 18 32 89
23 73 68 82 84

R10 * 52 61 50 68 66 68 68 48
73 41 59 41 43

R11 * 39 39 55 59 66 68 59 34
68 59 23 55 43

R12 * 43 48 50 82 84 77 77 34
82 41 55 41 39

R13 * 36 41 43 80 77 75 89 32
84 43 43 39 36

Element Links

E8 linked to E9 at 86.5

E1 linked to E10 at 80.8

E1 linked to E11 at 80.8

E3 linked to E11 at 80.8

E2 linked to E10 at 76.9

E4 linked to E5 at 75.0

E4 linked to E6 at 73.1

E6 linked to E7 at 73.1

E5 linked to E9 at 71.2

E2 linked to E7 at 48.1

Construct Links

R6 linked to R9 at 90.9

L1 linked to R9 at 88.6

R6 linked to L8 at 88.6

R7 linked to L13 at 88.6

L1 linked to R5 at 86.4

R5 linked to L12 at 84.1

L12 linked to L13 at 84.1

L2 linked to L11 at 79.5

R4 linked to L8 at 79.5

R4 linked to L10 at 68.2

L2 linked to L3 at 65.9

L3 linked to L10 at 63.6

Teacher Ten Exchange Analysis of Time 1 and Time 2 Grids

Exchange Analysis of 2 grids

Grid E C

* G1 11 13 Teacher 10 FOCUS 2

* G2 11 13 Teacher 10 FOCUS 1

11 12 Common Elements & Common Constructs

G1:G2 45.5% over 80.0 (Teacher 10 FOCUS 2 construct-consensus-with Teacher 10 FOCUS 1)

1: 9.1% $\geq$ 100.0 E11: IDEAL

2: 18.2% $\geq$ 87.5 E1: E1

3: 83.3 E3: E3

4: 36.4% $\geq$ 83.3 E10: SELF

5: 45.5% $\geq$ 81.2 E2: E2

6: 77.1 E4: T1

7: 63.6% $\geq$ 77.1 E6: T3

8: 72.7% $\geq$ 72.9 E7: I1

9: 81.8% $\geq$ 70.8 E5: T2

10: 90.9% $\geq$ 56.2 E9: I3

11: 100.0% $\geq$ 52.1 E8: I2

Element Links between Grids

G1:G2 45.5% over 80.0 (Teacher 10 FOCUS 2 Element-consensus-with Teacher 10 FOCUS 1)

G1:G2 33.3% over 80.0 (Teacher 10 FOCUS 2 construct-consensus-with Teacher 10 FOCUS 1)

1: 8.3% $\geq$ 100.0 C12: DEDUCTIVE GRAMMAR TEACHING - TRIES TO TEACH ENGLISH WITHIN A CONTEXT

2: 16.7% $\geq$ 95.5 C8: MONOTONOUS CLASSES - VARIETY IN THE CLASS

3: 86.4 C1: BORING LESSONS - ENTERTAINING LESSONS

4: 33.3% $\geq$ 86.4 C4: ACTIVITY BASED LEARNING - TEACHER CENTERED CLASSES

5: 41.7% $\geq$ 77.3 C7: CALM TO SS - AGGRESSIVE TO SS

6: 50.0% $\geq$ 75.0 C10: NOT COMMUNICATIVE - COMMUNICATIVE

7: 72.7 C2: INSUFFICIENT ELT KNOWLEDGE - SUFFICIENT ELT KNOWLEDGE

8: $66.7\% \geq 72.7$ C11: UNSUCCESSFUL - SUCCESSFUL AT EXAMS

9: $75.0\% \geq 70.5$ C3: WEAK PERSONALITY - STRONG PERSONALITY

10: $83.3\% \geq 65.9$ C5: DOES NOT CARRY - BRINGS PERSONAL PROBLEMS
INTO THE CLASS

11: $91.7\% \geq 61.4$ C9: EFFICIENT TEACHING - INEFFICIENT TEACHING

12: $100.0\% \geq 54.5$ C6: HIGH MOTIVATION - NO MOTIVATION FOR
TEACHING

Construct Links between Grids

G1:G2 33.3% over 80.0 (Teacher 10 FOCUS 2 construct-consensus-with Teacher 10
FOCUS 1)

Appendix IV:

Correspondence with the Local Directorate of the Ministry of Education A)

T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

SAYI : 8.98.4.MEM.4.42.86.06.311/
KONU : Araştırma İsteği

46555 x15 09.2003

VALİLİK MAKAMINA
KONU

İlgi : Selçuk Üniversitesi Rektörlüğü Eğitim Fakültesi Dekanlığı'nın 05/09/2003 tarih ve 11/11-J-46 sayılı yazısı

Selçuk Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dil Eğitimi Anabilim Dalı araştırma görevlisi Harun ŞİMŞEK'in Mürşitöğürözü ilçeli Kızılay Kazma İlköğretim Okulu, Selçuklu Hamur Ulaşuhin İlköğretim Okulu, Kızılay 23 Nisan Eyümenlik İlköğretim Okulu ve Selçuklu Mureşçi Mustafa Kemal İlköğretim Okulu'nda köğretili dördüncü ve beşinci sınıfla İngilizce dersinde giren öğretmenlerle ilgili bir araştırma yapma isteğine ilişkin ilgil yazı ve anket ile işlemler tamamlanmıştır.

Adı geçen araştırma görevlisinin yukarıda adı geçen ilköğretim okulları öğretmenleri ile ilgili araştırma yapma isteği; okul yönetimini nezaretinde olması sebebi ile Müdürlüğümüzün uygun görmekteyiz.

Makzulanın A ile uygun görülmesi halinde durumunu za arz ederim.


Mehmet ÖZTÜRK
İl Millî Eğitim Müdürü

EK : ...
İlg yazı ve ek anket(3 Sayfa)


İsmail AKMAN
Vali a.
Vali Yardımcısı

Correspondence with the Local Directorate of the Ministry of Education B)

T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

SAYI : B.03.4.MEM.4.02.00.06.311/
KONU : Araştırma

45810 07.10.2003

VALİLİK MAKAMINA
KONYA

İLGİ : Selçuk Üniversitesi Rektörlüğü Eğitim Fakültesi Dekanlığı'nın 01/10/2003 tarih ve 1399 sayılı yazısı

Selçuk Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı araştırma görevlisi Harun ŞİMŞEK'in Modülümüzde bağlı ilköğretim okullarında görev yapan dördüncü sınıfta İngilizce dersine giren öğretmenlerde ilgili bir çalışma yapma isteğine ilişkin bilgi yazı ve ekleri ile birlikte sunulmuştur.

Ayrıca görev araştırma görevisinin; ilimiz bünyesinde bulunan ilköğretim okulları öğretmenlerine, söz konusu çalışmasıyla ilgili uyuklarda yerinde bilgi; okul yönetimi nezaretinde olması koşulu ile ilköğretimde uygun görülmektedir.

Hakaretinmence de uygun görülmesi halinde olurlarınıza arz ederim.


Mehmet ÖZER
İl Millî Eğitim Müdürü

EK :
İlgil yazı ve ekleri(4 Sayfa)

OLUR
07.10.2003
İsmail AKMAN
Vali a.
Vali Yardımcısı

Ser V. M.K.YAGLIOĞLU a/h
S.S.Md. D.A.K.ŞEK 07 000

Correspondence with the Local Directorate of the Ministry of Education C)

T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

034417 0004/2004

SAYI : B.08.4.MEN.1.42.00.06.211/
KONU : Anket Çalışması

VALİLİK MAKAMINA
KONYA

İzgi : Selçuk Üniversitesi Eğitim Fakültesi Dekanlığı'na 05/24/2004 tarih ve 620 sayılı yazı.

Selçuk Üniversitesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı araştırma görevlisi Elazun ŞİMŞEK' in Müdürlüğünüze bağlı ilköğretim okullarında hizmet yapmak üzere ve okul öncesi-öğrenci sınıfıta İngilizce dersine giren öğretmenlerle ilgili çalışma yapma amaçlı incelendiğiçer.

Adı geçen araştırma görevlisinin ilimiz merkez ilçelerindeki ilköğretim okullarında görevli öğretmenlere, söz konusu anket çalışmasıyla ilgili uygulama yapma süreci okul yönetimi nezaretinde olması hususu ile Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görülmesi halinde olurlarınıza a z ederim.


Meltem ÖZER
İl Millî Eğitim Müdürü

Ekt :
İki yazı ve cilt anket(2 Sayfa)


O.L.U.S
05/24/2004
İsmail AKTAH
Vali a.
Vali Yardımcısı

Correspondence with the Local Directorate of the Ministry of Education D)



SAYI : B.09.4.MEM.142.00.12/
KONU: İlköğretim 4. ve 5. Sınıf
Düzeyinde Daha Etkin
İngilizce Öğretimi

T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

085141 15.08.2024

VALİLİK MAKAMINA
KONYA

Ülme merkez bölgelerinde görev yapan İlköğretim 4. ve 5. Sınıf İngilizce dersine çıkan öğretmenlere " İLKÖĞRETİM 4. ve 5. SINIF DÜZEYİNDE DAKA ETKİN İNGİLİZCE ÖĞRETİMİ " adlı bir hizmetleri eğitim çalışması yapılacaktır.

31.08.2024 tarihinde saat 10.00 de İngilizce Öğretimi Araştırma, Geliştirme ve Değerlendirme Genel Müdürlüğü ŞİŞEK tarafından Söğüt Üniversitesi Eğitim Fakültesi Sempozyum Salonunda yapılacaktır.

Seminer çalışmalarını yaparken ve bu konuları öğretmenlerin görevi bir sayılmaları Müdürlüğünüze uygun görülmektedir.

Mevzuatınızca uygun gördüğünüz takdirde olurlarınıza arz ederim.


Mehmet ÖZER
İl Millî Eğitim Müdürü

Ö.L.R.
16.08/2024

İsmail AÇMAZ
Vali a.
Vali Yardımcısı

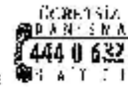
YIKICI YAKARMAZ 16/08/24
55.000 1. TEKKARAT 16/08

Şişli Mahallesi, Tevkiye cad.

42200 Meram/KONYA

Tel:0332 553 30 50 (5 Hatt) Faks:0332 353 20 57

Web : millerkenaz.meb.gov.tr E-Posta : konya@meb.gov.tr



Appendix V:**Diary Questions & Program Evaluation Questionnaire**

Throughout the program, the participants as well as the researcher himself kept a diary in which they noticed their personally meaningful and important events. These diaries will be kept with these particular questions in their minds:

- 1. What did I learn from this module?**
- 2. How can I transfer the new information into my class?**
- 3. Has it worked?**
- 4. If it has not worked, what are the underlying reasons and how can I make it work**

At the end of the program, the participants were asked to answer open ended questions regarding the program and their future expectations.

- 1. What were your expectations regarding this program?**
- 2. How might this program have been conducted better?**
- 3. Did the program answer your needs?**
- 4. What kind of Teacher Development Programs would you like to participate in future?**

Appendix VI

Consent Form

I participate in the ‘Teaching Young Learners English Teacher Development Program’ with my own free will and give my consent to Harun Şimşek to use the data emerging from my repertory grid forms, the interviews, and from my diary to publish for any scientific purpose as long as I remain anonymous.

Name/Surname:

Signature

CURRICULUM VITAE

Name: Harun

Surname: Şimşek

Birthdate: September 5, 1975

Birthplace: Kadınhanı

GSM: (542) 726 02 23

Adress: Alavardı Mahallesi Sedefköyvilla Sokak No. 2 42090 Meram KONYA

e-mail: hasimsek@yahoo.com

Education

2001– 2007 Çukurova University (Ph.D.)

1999 – 2001 Selçuk University (E.L.T. Master of Arts)

1994 – 1998 Selçuk University . (E.L.T B.A)

1991 – 1994 Baraj High School ADANA

1986 – 1991 Comprehensive School HANNOVER

1981- 1986 Albert Schweitzer Schule HANNOVER

CURRICULUM VITAE

Name & Surname: Harun ŞİMŞEK
Place and Date of Birth: Kadınhanı, 05.09.1975
Work Place: Selçuk University, Faculty of Education,
English Language Teaching Department (ELT)
Occupation: Research Assistant – Temporary Lecturer
Address: Çukurova University, Faculty of Education
English Language Teaching Department
Meram/Konya/TURKEY
simsek.harun@gmail.com

EDUCATION:

<u>DATE</u>	<u>SCHOOL</u>	<u>DEGREE</u>
2007	ELT Department The Institute of Social Sciences Çukurova University	Philosophy of Doctorate
2001	ELT Department The Institute of Social Sciences Selçuk University	Master of Arts
1998	ELT Department Faculty of Education Çukurova University	Bachelor of Arts
1993	Baraj Multi-Program High School	High School Diploma

WORK EXPERIENCE:

2001-	Selçuk University, Faculty of Education, English Language Teaching Department
1999-2000	ATILIM Foreign Languages Course

PUBLICATIONS AND PRESENTATIONS

1. Şimşek, H. (2006). Teacher Problems & Proposed Solutions in Teaching Young Learners at State Schools. Poster presented at the 10th International INGED ELT Conference, November 2006.
2. Şimşek, H.. (2007). Comparison of Prospective ELT Teachers Conceptions of the Mathnawi. Paper presented at the 2007 UNESCO Mevlâna Yılında VII. Dil, Yazın, Değişbilim Sempozyumu, May, 2007.
3. Şimşek, H.. (2007). Students Problems in the Translation of the Mathnawi. Paper presented at the 2007 UNESCO Mevlâna Yılında VII. Dil, Yazın, Değişbilim Sempozyumu, May, 2007.
4. Şimşek, H. & Şimşek G. (2007) Teacher Prepared Materials. Use of Popular Cartoons in ELT Classes. Workshop presented at the 10th International INGED ELT Conference, September, 2007.